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ABSTRACT

This publication is intended to assist Holmes Group institutions of higher learning in designing and implementing more effective programs to recruit and retain minority candidates in teacher education. Information from many sources, including the literature, was synthesized, and certain principles emerged as keys to diversifying the teaching force--ideas that became the framework for this document. Following a preface and a discussion of equity and diversity as a commitment of the Holmes Group, the report is organized into five chapters. The first, "Rationale and Conceptual Framework: Understanding and Addressing the Need," discusses changing demographics in America, underrepresentation of minorities in higher education, declining minority enrollment in teacher education, understanding diversity issues, and the challenge to teacher education. Chapter 2, "Recruitment: Bringing Prospective Teachers to Campus," examines the status of minority student recruitment efforts and principles of successful recruitment. Chapter 3, "Retention: Maintaining Diversity in Teacher Education," focuses on retention research in teacher education and principles for retention of minorities. Chapter 4, "Induction Years: Succeeding on the Job," deals with common problems of beginning teachers, impact of the school environment, need for administrative support and principles of successful induction. The final chapter, "Roles and Responsibilities: Applying the Principles," concentrates on administrators in public schools; campus level administrators in institutions of higher education; deans and directors of schools, colleges, and departments of education; faculty; and students. (Contains approximately 175 references.) (LL)

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Embracing Cultural Diversity in Colleges of Education

Minority Recruitment and Retention Project

by

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EMBRACING CULTURAL DIVERSITY IN COLLEGES OF EDUCATION

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TABLE OF CONTENTS

Preface v

Equity and Diversity as a Commitment of the Holmes Group vii

1 RATIONALE AND CONCEPTUAL FRAMEWORK: UNDERSTANDING AND ADDRESSING THE NEED 1
- Changing Demographics in America
- Underrepresentation of Minorities in Higher Education
- Declining Minority Enrollment in Teacher Education
- Understanding Diversity Issues
- The Challenge to Teacher Education
  - Establishing Effective Linkages
  - Creating a Positive Campus Climate
  - Incorporating Multicultural Values into the Curriculum

2 RECRUITMENT: BRINGING PROSPECTIVE TEACHERS TO CAMPUS 15
- Status of Minority Student Recruitment Efforts
- Principles of Successful Recruitment
  - Planning and Coordination
  - Focusing on Specific Pools of Applicants
  - Setting Goals and Monitoring Progress
  - Collaborating as Key in Recruitment
  - Securing Financial Assistance for Students
  - Counseling, Academic and other Support Services
  - Employing Effective Outreach Techniques

3 RETENTION: MAINTAINING DIVERSITY IN TEACHER EDUCATION 30
Retention Research in Teacher Education
Principles for Retention of Minorities in Teacher Education
Promoting Social Integration
Utilizing a Systems Approach
Targeting Retention Efforts
Providing a Good Education for All Students
Promoting Faculty-Student Interaction
Acquiring the Skills for Academic Success
Offering Orientation and Advisement
Developing a Supportive Environment
Encouraging Involvement in Campus Life
Re-evaluating Competency Testing as a Success Predictor

4 INDUCTION YEARS: SUCCEEDING ON THE JOB 46
Common Problems of Beginning Teachers
Impact of the School Environment
Need for Administrative Support
General Goals
Principles of Successful Induction to Teaching
Providing Opportunities to Discuss Feelings
Observing Experienced Teachers
Reviewing Curricular Objectives, Learning New Strategies, and Acquiring Resources
Managing Time Efficiently
Becoming Familiar with Specialized Instructional Programs
Securing Guidance in Classroom Management and Discipline

5 ROLES AND RESPONSIBILITIES: APPLYING THE PRINCIPLES . 56
Administrators in Public Schools
Campus Level Administrators in Institutions of Higher Education
Deans and Directors of Schools, Colleges, and Departments of Education
Faculty
Students

REFERENCES 63

PREFACE

As members of the Task Force on Minority Recruitment and Retention in the Far West region of the Holmes Group, we came together initially as participants in a session on minority recruitment and retention at the Fall 1990 meeting of the Far West Holmes Group. Our discussions led us to develop a proposal to produce a document to assist Holmes Group institutions in designing and implementing more effective programs to recruit and retain minority candidates in teacher education. With funding from the Far West Holmes Group, we set about the task of researching the issues, identifying promising practices, sharing information with each other, soliciting feedback, and finalizing this document.

We synthesized information from many sources, including the literature and the professional experience of the authors, into a single document with "Embracing Cultural Diversity in Colleges of Education" as the unifying theme. Certain principles emerged as the keys to diversifying the teaching force--ideas that became the framework for this document. The chapters are organized around these principles.

We recognize the enormity of the challenge society faces in attempting to diversify the teaching force. It is our hope that faculty, deans, and department chairs in colleges of education will profit from our work, build upon it, and use the principles contained herein to guide them in developing more effective minority recruitment and retention programs. It is our further hope that administrators of public schools and institutions of higher education will lend their vital support to these efforts, and that students will avail themselves of the

opportunities thus provided to become the diverse teaching force so critical to the future of this society.

We ask for you to commit today, as we re-affirm our own commitment, to embrace cultural diversity in our colleges of education.

The Minority Recruitment and Retention Project Authors, August, 1992

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EQUITY AND DIVERSITY AS A COMMITMENT OF THE HOLMES GROUP

The Holmes Group's commitment to and initiatives for equity and diversity are reflected in a recent proposal to The Ford Foundation and in an abstract of the activities to be funded by the grant. The following summary is reprinted here with permission of the Holmes Group:

I. EARLY COMMITMENT

The Holmes Group has made equity concerns central to its deliberations and its plans since its inception. In our 1986 report *Tomorrow's Teachers*, we said:

> The Holmes Group also recognizes its responsibility to help create a profession representative of the larger society. The most difficult problem in this regard is minority representation. Minority undergraduate enrollments and minority entry to teaching have been declining at the very time when the proportion of minority children in schools has been increasing.... Holmes Group institutions commit themselves to significantly increasing the number of minorities in their teacher education programs. We will achieve this objective by increased recruitment at the pre-collegiate level; endorsing loan forgiveness programs for minority students entering teaching; developing programs to increase retention of minority students enrolled in teacher education programs; and assuring that evaluations of professional competence minimize the influence of handicapping conditions, poverty, race and ethnicity on entry to the profession. (p. 66)

In our January 1989 report, *Work in Progress: The Holmes Group One Year On*, we noted disappointing and insufficient progress toward our goal of recruiting minority students and faculty, but we cited a number of promising new initiatives. (p. 15-16)

Tomorrow's Schools, our 1990 report on Principles for the Design of Professional Development Schools [Holmes Group, 1990b], reaffirmed our commitment to our equity goals:

> "Prospective teachers need experience in schools in which cultural pluralism is valued and where talk about racial, ethnic and social-class diversity is a central item in faculty discussions" (p. 36).

In 1988, the Holmes Group Board issued ten invitations to membership in the Holmes Group to a number of historically Black colleges and other universities with substantial numbers of minority students. The Board's intent was to clearly state we were seeking to make our membership and our leadership more diverse.

II. CURRENT ACTIVITIES

In our 1990 *Strategic Plan* [Holmes Group 1990b], one of four policy directions is:

> "Infuse the pursuit of equity and cultural diversity into all aspects of the Holmes Group Agenda, including the Professional Development Schools, the R&D agenda and the professional studies curricula" (p. 4).

On February 25, 1991, The Holmes Group received a grant from The Ford Foundation to support several initiatives aimed at meeting the equity and diversity mandate in our strategic plan. This is the first year of potentially up to five years of support, depending on our ability to demonstrate progress toward the stated goals.

The goals of this funded project are:

1. To create a more racially diverse university community (faculty and students); and to prepare additional persons of color* who are excellently trained as professors for both the clinical faculty in Professional Development Schools nd for the tenure system faculty.

2. To create a more racially diverse membership of the Holmes Group in order to benefit from the participation and contributions of more faculty and students of color.

*"Persons of color" refers to persons who consider themselves African Americans, Asian Americans, Hispanics or Native Americans.

3. To increase the size and quality of graduate professional education programs in institutions of higher education that have substantial numbers of faculty and students who are persons of color.

4. To structure ongoing evaluation mechanisms by which the reform efforts of the Holmes Group and its member institutions may be judged for their impact on progress toward equity and cultural/racial diversity.

The major initiatives currently under way are:

The Holmes Scholars Program

In order to build a core group of persons who will provide future leadership in graduate schools of education and Professional Development Schools, each Holmes Group member institution will sponsor one to four fellows, at advanced undergraduate, master's/fifth year, and/or doctoral level. Membership in the network will be open to students nominated and financially supported by their institutions. For the most part, Holmes Scholars will be persons of color, but some Scholars may come from other under-represented groups, such as men in elementary education and women in mathematics and science.

Member institutions will provide financial support equivalent to tuition and fees and living allowance, as well as travel expenses for their Scholars' annual participation in a national professional meeting.

The Ford grant will support expenses at a national meeting of the Scholars and a small annual budget for telephone, some travel and publications/memberships. We will produce and disseminate a semi-annual newsletter and seek corporate support for personal computers to link the Scholars with electronic mail.

Most of the Holmes Group members have plans to designate at least one Holmes Scholar for the 1991-92 academic year.[1] The first national meeting of the Scholars will be in January, 1992.[2]

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[1] In 1991-92, 39 Holmes Group member institutions named 55 Holmes Scholars or Holmes Scholar candidates.

[2] Dallas, Texas was the site of the first Holmes Scholars Network meeting which was attended by 53 scholars. They are African American, Hispanic, American Indian, and Asian American, and their graduate work is supported by their 38 member universities. At least 22 other universities have indicated intent to support Holmes Scholars in the next academic year, according to Devaney (1992).

Expanded Membership

In order to facilitate full participation in the Holmes Group by selected institutions that serve significant numbers of persons of color, we will make available planning grant funds and staff assistance as well as funds for travel.

As of May 1, 1991, Texas Southern University and Tuskegee University have become members of The Holmes Group under this initiative. Several other institutions serving large numbers of persons of color have expressed interest in joining. The Holmes Group has awarded $10,000 planning grants from The Ford Foundation funds to Howard University, Prairie View A & M, and Tuskegee University.[3]

Equity Critique and Review Panel

The Holmes Group Equity Program Advisor, Manuel Justiz, Dean at the University of Texas, will chair an Ad Hoc Equity Critique and Review Panel of board members and external experts. Professor Lonnie Wagstaff, Holmes' Program Development Specialist, will serve as Vice-Chair and central office liaison to the Panel. The Panel will:

a) suggest indicators of progress toward equity goals by which institutions' efforts will be encouraged;

b) critique and review work in progress, e.g., proposals, plans, draft reports;

c) devise a set of questions which Institutional Representatives in the Holmes Group can use as a template for their development activities at their home institutions;

d) make themselves individually available to Holmes Group institutions for consultation and technical assistance as needed;

e) establish a process of review for all Holmes Scholar candidates, including strong finalists for whom sufficient support is not available.

[3] In addition, Hampton University, North Carolina A & T University, and Texas Southern have recently received planning grants.

The first meeting of the Equity Critique and Review Panel is planned for September, 1991.[4]

As it seeks to reform teacher education and, indeed, the profession of teaching, the Holmes Group cannot ignore the demographic trends in this country. These trends show a greater diversity in the population of children but an unchanging cadre of nearly all-white, Anglo, education professionals at every level. As reform leaders, and as examples, we must face head on the challenge to create equity and diversity in our profession.

The Holmes Group
May 1991

[4] The Equity Critique and Review Panel has been meeting regularly since 1991. The panel is focusing their work on indicators of accomplishments on the Holmes Group equity goals by member institutions. Work has begun on developing a set of indicators that can serve as a template for member institutions.

1

RATIONALE AND CONCEPTUAL FRAMEWORK: UNDERSTANDING AND ADDRESSING THE NEED

Awareness of our multicultural national identity is increasing among all who participate in the ongoing process of democratization in the United States. In recent years, a growing recognition and appreciation for cultural diversity and for the philosophy exemplified in multiculturalism has emerged. This philosophy seeks to foster cultural pluralism based upon democratic ideals and beliefs (Brewer, 1990; Caldwell, 1989). According to the National Association for Multicultural Education (NAME), "...xenophobia, discrimination, ethnocentrism, racism, classism, and sexism are societal phenomena that are inconsistent with principles of democracy, that are harmful to the common good, and that lead to counterproductive reasoning that differences are deficiencies" (1991, p. 1).

Not only must the children of the twenty-first century learn to live harmoniously with increasing national diversity, but within a global context of rapid change, complexity and interdependence. Forney and Forney (1991) stated the challenge as follows:

> Growing global interdependence and cultural and ethnic diversity have changed the nature of our nation, our local communities, and our relationship to the rest of the world. The United States' ability to continue to progress economically, and even retain its current level of living, has become dependent upon how able its citizens are to creatively seek new and better ways to address the problems which we face as a nation state and a member of the world community. (p. 2)

We have only to look at the demographics of our public schools to realize that "We, the People" refers to persons of all races, creeds, cultures, languages, and

combinations thereof. We are a dynamic, young nation forging ahead into an unknown future. Hailing from all parts of the globe, we live, love, work, play, and worship according to personal and group preferences. Americans all, we are like a kaleidoscope, we adapt and change--and, for the most part, make room for all comers.

We are an inclusionary society whose motto should be "unity in diversity." Yet, deeply ingrained in America's national character are unresolved issues related to race, class, gender, language, and ethnicity. Historical legacies of slavery, genocide, and disenfranchisement experienced by some of our diverse populations have scarred our collective psyche and continually remind us that we have not yet achieved our national goal of equal opportunity for all. Given enlightened acknowledgement of our past failures, what can be done to commit to those ideals that honor our differences and unite us as one nation?

As a place to start, we can decisively affirm that preparing future generations of Americans to live productive lives in an increasingly complex, interdependent world community is one of the great challenges facing the education community. Young people need to develop a sense of history, self-knowledge and self-esteem, reverence for human dignity, and respect for the sacrifices of their ancestors (Middleton, Mason, Stilwell, & Parker, 1988; G. P. Smith, 1989; Spellman, 1988).

Where will this education for life begin and where will it be sustained? Perhaps at home or at a place of worship, but certainly in the public school, the one institution in America which can potentially deliver on the promise of equity, access, and excellence.

Changing Demographics in America

Demographic studies and predictions point to the fact that the composition of the population of this country has changed dramatically and will change even more by the twenty-first century. Mingle (1987) reported that the minority population increased from 11.8% in 1950 to 15.5% in 1980.[5] By 1990, the population had

[5] For the purposes of this document, the term "minority" is defined as belonging to one of the following five major groups: African American (Black), Hispanic (Latino), Asian American, Pacific Islander, and American Indian (Native American). While the authors recognize that there are many other culturally and linguistically diverse groups in America, all contributing to the multicultural mosaic, our immediate concern as we address the issue of teacher education, rests with the recruitment and retention of teacher candidates from the five designated minority groups. We further acknowledge that the term "minority" does not truly reflect the spirit of equal status and the positive value of pluralism, but we have decided to accept this commonly used nomenclature because it will be universally understood by most readers to refer to those groups in America that have been most affected by historical and institutional discrimination.

become 75.2% non-Hispanic whites, 12.1% African American, 9.0% Hispanic, 0.8% American Indian, 2.9% Asian American, for a total of 24.8% minority (Wilson & Carter, 1992). It is now estimated that by 2080, the population will be 54.6% non-Hispanic white, 18.7% Hispanic, 16.3% African American, 11.1% Asian American and others (American Association of Colleges for Teacher Education (AACTE), 1987; Oliver, 1988; Walsh, 1990; Wattenberg, 1989). As a group, minorities are increasing faster than the nonminority population and will account for 60% of the total population growth by the year 2000 (Alston, 1988; G. P. Smith, 1989).

Underrepresentation of Minorities in Higher Education

Of great concern is the underrepresentation of minorities in higher education. More alarming is the fact that their presence in education becomes increasingly more precarious at each pivotal juncture of the educational process. For instance, the National Center for Educational Statistics (NCES) (1990), reported that the high school dropout rate among whites was 23.4%, for African Americans, 35%, and for Hispanics and American Indians, 45%. The report also indicated clear ethnic differences in the percentage of persons not entering college immediately following graduation from high school. In 1990, 39.4% of whites, 56% of African Americans, and 55% of Hispanics did not begin college in the fall immediately following their high school graduation.

College retention rates also show dramatic differences among ethnic groups. An NCES (1990) report indicated that over a six-year period, the average, white-freshmen dropout rate was 21.8%, for African American freshmen the rate was 28.2%, and for Hispanic freshmen, 24.3%. Ethnic differences in attrition rates for sophomores showed even more dramatic differences: Whites had a 25.4% dropout rate, African Americans, a 34.2% rate, and Hispanics, a 31.1% rate. Only 14% of the African Americans and 10% of the Hispanics, who enroll in college after high school, will achieve senior status (Mingle, 1987).

Another way to view these statistics is that for each group of 100 white, African American, and Hispanic students who enter elementary school, 26 whites, 13 African Americans, and 13 Hispanics will "survive" through their sophomore year in college. Significantly, the attrition rates for African Americans and Hispanics are twice that of white students as measured at the time students would enter teacher education programs (U.S. Bureau of Census, 1986), i.e., junior year. For native Americans, attrition rates are exceedingly high. Their college freshmen dropout rate approximates 80% (Guzette & Heath, 1983).

Compounding the problem is the tremendous dropout rate among African Americans, Hispanics, and American Indians following their sophomore year due to their exceptionally high rate of enrollment in two-year colleges. There is strong evidence that minority students at these largely commuter-based institutions withdraw at significantly higher rates than do minority students who

matriculate at four-year colleges. Indeed, findings of at least one researcher indicate retention disparities between two- and four-year college students even when pre-entry demographic and academic variables are controlled (Astin, 1975).

Declining Minority Enrollment in Teacher Education

This is an era of continuing declining minority student enrollment in teacher education programs. Currently, only about 10% of the nation's 2.3 million school teachers are of a minority background, while minority students comprise 28.7% of the students in the public schools. At one time, 18% of the United States teaching force was made up of African American teachers. Today, 6.9% are African American (a figure that is predicted to fall to less than 5% by 1995) and 1.9% are Hispanic. Keeping in mind that 16.2% of students are African American and 9.1% are Hispanic, we must question the glaring under-representation of African American and Hispanics in the teaching force. Another startling statistic is that only 1.9% of teachers in public schools are Hispanic in a system serving 9.1% Hispanic students (AACTE, 1989).

Another challenge concerns meeting the needs of Limited-English proficient (LEP) students. This growing segment of the school population cannot be overlooked. Enrollment figures for 1988 indicated that 5% of the total school age population, or approximately 2 million students, were classified as LEP according to the U.S. Department of Education (1990). Some estimates of the LEP student population have even reached the 5 million mark (R. F. Macias, 1989). Teachers who are bilingual and bicultural are in high demand in school districts throughout the country. Despite this established need, however, few Schools, Colleges and Departments of Education (SCDEs) have shown an institutional commitment to recruiting and retaining bilingual, bicultural faculty members.

Understanding Diversity Issues

That we need a diversified teaching force appears self-evident. The authors intend to construct an academic framework for understanding the issues in the context of our contemporary society. As Mercer (1984) stated:

> We live in a multicultural/multiracial society. Therefore, we need representation in all of the professions from all of the racial and cultural groups. The teaching profession is no exception. Such representation in any profession should approximate a particular racial or cultural group's presence in the total American population. (p. 26)

In AACTE's survey of teacher education students (1990), 95% of the white students grew up in predominantly white neighborhoods while more than half of the African American and Asian American teacher education students lived in

neighborhoods composed mostly of minorities. Based on this survey, both majority and minority teacher education candidates had limited opportunities to interact with individuals from diverse racial and ethnic groups. All too often, well-meaning but inexperienced nonminority teachers are perceived as insensitive to and/or uninterested in, not to mention ignorant about, the culture of minority students (Banks & McGee Banks, 1989; Quality Education for Minorities Project (QEM) 1990).

It is unlikely that the education of minority students can be improved without increasing the number of minorities in the teaching force (G. P. Smith, 1989). Smith noted that in 1988, 28 states had minority populations of 15% or more, but only 14 states had initiated programs to recruit minority teachers. Alston (1988) reported that the National Governors' Conference surveyed fifteen states with minority populations ranging from 17% to 55%; none had minority teacher representation proportional to their minority student population. The shortage of minority teachers will obviously have greater repercussions in those states with large and rapidly increasing numbers of minority students.

In 22 of the 25 largest central city school districts in the United States, minorities are predominant (QEM, 1990). Concurrently, there is an increase in minority students and a decrease in minority teachers. Furthermore, as previously cited statistics show, too many minority students are dropping out of school, and disproportionately high numbers of the minority students who do remain in high school are not achieving their potential (Bennett, 1990; G. P. Smith, 1989). Finally, fewer are attending institutions of higher education (Oliver, 1988) and selecting teaching as a career (AACTE, 1987).

The Western Interstate Commission for Higher Education (WICHE) (1987) reported the following changes in the percentage of college graduates certified to teach between 1974 and 1984: "Asian/Pacific Islander 5.5% to 5.6%; Black 29.2% to 14.4%; Hispanic 16.7% to 11.5%; American Indian 38.0% to 18.5%; and White 24.1% to 12.9%" (p. 9). The WICHE report also noted that in states with a high proportion of minorities, i.e., Arizona, California, Colorado, New Mexico, and Texas, full-time minority faculty were more likely to be employed in two-year public institutions of higher education.

This discussion is not meant to imply that only minority teachers can teach minority students, but rather that the underrepresentation of minorities in the teaching profession is alarming and symptomatic of our past failures to solve the lingering and persistent problems of educational inequities. Minority students need examples of diversity among their schools' faculty and in the broader society if they are to believe in the values of democracy. Examples of individual minority achievement are critical to the development in the general population of appropriate social and economic competencies for a rapidly shrinking and diverse world (Bennett, 1990; G. P. Smith, 1989).

Students need role models to emulate. They need to see reflections of themselves in the adult world (Alston, 1988; Bass de Martinez, 1988; Graham, 1987; G. P. Smith, 1989). Similarly, majority-culture students need to learn by personal experience that persons of color are valued, respected, and share power and authority on culturally pluralistic professional teaching staffs and in society.

In *Minority teacher recruitment and retention: A call for action*, AACTE (1987) pointed out the subtle attitudinal ramifications of a school without minority teachers:

> Race and background of their teachers tells them something about authority and power in contemporary America. These messages influence children's attitudes toward school, academic accomplishments, views of their own and others' intrinsic worth. (p. 10)

Although students have shared classrooms and schools, according to Caldwell (1989), they have not come to respect other cultures, nor have they acquired an understanding about the diversity and multiculturalism of their own country. Many students assume they are not prejudiced or their behavior is not racist because they believe these problems were solved through 1960s civil rights legislation. In addition, these students perceive affirmative action policies as unnecessary or unfair advantages for minorities. Such student perceptions have led to reports (Ramsey, 1990) of racial incidents on college campuses.

The Challenge to Teacher Education

Our society faces many challenges. There is an increased need for a technologically literate labor force. Domestic problems related to health issues, poverty, drugs, the demise of the "traditional" two-parent family, homelessness, alienation, and environmental issues, among others, are signals that the educational community must find innovative ways to motivate and encourage our young to be creative thinkers and problem-solvers and to retain a sense of their own cultural identity.

SCDEs are uniquely positioned within our society to fashion a response to these contemporary dilemmas. By acknowledging that education can be enhanced and strengthened by actively recruiting talented and energetic minority candidates and others who exhibit a social conscience and a desire to nurture and motivate youngsters to reach their full potential, SCDEs can lead the way toward fulfilling the promise of equal opportunity.

The following three broad principles may guide a plan of action for colleges of education committed to creating a more diversified teaching force. These concepts will be developed more fully in subsequent chapters.

Principle #1 - Establishing linkages is an effective way to invest in a promising future for minority students in education. There is ample evidence that efforts aimed at recruiting minority students should be done in a more comprehensive manner. Increasingly, collaborative work among institutions, businesses, and the community has complemented the recruitment process and attracted a larger pool of qualified minority applicants. G. P. Smith (1989) explained that:

> Collaboration, community building and networking are essential characteristics of recruitment and teacher preparation programs. For program planning and implementation, collaborations are recommended among universities, colleges of education, state agencies, and public schools, between Historically Black Institutions and Predominantly White Institutions; and among corporations, businesses and communities. For financial support, collaborations among foundations, corporations, businesses, state agencies, and educational institutions [public school levels through higher education] are recommended." (p. 53)

Strengthening community linkages is necessary because minority success depends upon a multifaceted, multi-system response involving elementary and secondary schools, two-and four year colleges, community organizations, church groups, fraternities, sororities, and clubs. Groups can play a significant role in the recruitment and retention of minority students in teacher education (Brewer, 1990). Middleton, et al. (1988) recommended that SCDEs undertake the following activities to involve community groups in recruitment activities:

> Establish collaborative working relationships with various community, civic, and professional groups.
>
> Establish public information plans and procedures.
>
> Identify potential sources of funding support in the community.
>
> Develop sources of incentives with organizations representing appropriate potential students (e.g. stimulate interest through workshops, contact with local media).
>
> Explore other minority recruitment possibilities (e.g., inservice teacher-, staff-, administrator-, and/or parent-training, and other minority recruitment programs on campus). (p. 15)

Interfacing with two-year colleges is important to increasing the number of applicants to teacher education programs. Haberman (1989) observed that minorities are well-represented in two-year programs; he urged universities to make the necessary structural changes to recruit and prepare them to teach. "The most logical means for attracting more minorities to teacher training programs is to take the programs where the minorities are--the two year colleges--and work

out the required institutional agreements regarding transfers of credit" (Haberman, 1989, p. 771).

SCDEs need to establish strong linkages with their state departments of public instruction to ensure that elementary and secondary schools carry out their responsibilities for addressing minority recruitment and retention in education (C. A. Taylor, 1985). Private industry has a stake in minority education, as does the minority community. C. A. Taylor (1985) stressed that recruiting and retaining minority students can only be done in conjunction with, not in isolation from, the minority community.

Networking with student organizations is also important. C. A. Taylor (1985) recommended sharing strategies that work to keep students in school. To accomplish effective networking and address this issue in a comprehensive manner, he identified six levels of initiatives to be undertaken by: (a) universities and university systems, (b) departments of public instruction (DPI), (c) state legislatures, (d) private industry, (e) minority communities, and (f) minority students themselves. Examples of his initiatives have been selected and paraphrased for this report:

1. University and university systems: Encourage greater involvement of faculty with existing minority support programs; create special visiting (rotating) minority professorships; work with the state's Department of Public Instruction and other state funding agencies to better coordinate pre-collegiate opportunities.

2. Department of Public Instruction (DPI): Sponsor statewide inservices providing teachers with effective strategies to use when working with multicultural populations; work with the state legislature to establish incentives for school districts to improve their minority student retention rates.

3. State Legislatures: Provide additional funding for minority support programs, out-of-state tuition remissions, pre-collegiate programs and tuition reciprocity agreements with other states; provide legislation that assesses penalties and provides for enforceable authority to ensure universities implement their Affirmative Action plans.

4. Private industry: Help coordinate and fund scholarship programs for minority students; hire and promote minority graduates.

5. Minority community: "Adopt" minority students new to your community and get them involved in the community; help coordinate scholarship fund-raising drives; monitor state and federally funded research activities that impact the lives of minority children; join alumni associations and take an active interest in college affairs; be an advocate for equity.

6. Minority student initiatives: Get involved in campus activities and work to make the environment more accommodating to minority student needs; assist

with campus recruitment and retention efforts; organize to promote your own cultural, political and economic interests; work for more ethnic courses, minority faculty, increased minority student enrollment and more financial assistance.

Collaborative efforts between organizations are needed to enable SCDEs to succeed in recruiting and retaining minority students. The involvement of all constituencies aids recruitment efforts and enhances minority candidates' academic success, increases their prospects for obtaining teaching positions, and helps them to succeed on-the-job.

Principle #2 - Campus climate figures prominently in the recruitment and retention of minorities in higher education. The California State Postsecondary Education Commission (CPEC) recently released a report entitled *Toward an understanding of campus climate* (cited in Tachibana, 1990), which summarized interviews with almost 500 students, faculty, and staff in several universities and community colleges in California. The report noted that institutions are primarily oriented to serving white, male students and that ..."until a campus climate is created to make them feel welcome, little hope for equity exists" (Tachibana, 1990, p. 6). One student interviewed for the CPEC report (cited in Tachibana, 1990) summarized her feelings in this way:

> Right now I'm dealing with a professor, and I'm having a lot of racial problems with him....It's hard to walk into a classroom every day and know that this man has a grudge against me because of my color. If I raise my hand to respond to a question he asks or to make a comment, he does anything he can to avoid me.
>
> When I started sitting in the front, he would just walk beyond me and give the little eye look. Just recently in class, I asked a simple question about an experiment that we were doing, and he implied that I was stupid for asking the question. From talking to other Black students who have had him in the past, they say that they've had problems and they've confronted him. His comment to me and them is "Don't take it personally." Well what am supposed to do? I don't care how much you don't like me, the main reason I'm in that classroom is to learn. (p. 6)

The insensitivity that minority students are subjected to is devastating and can have a lifetime impact. In an interview on campus climate (Brodie, 1991), Dr. Lenneal Henderson, professor of government and public administration at the University of Baltimore, summarized his concern as follows: "For some, the experience is so traumatic, it affects their academic performance, their social environment--even among friends....They never forget those experiences....They carry those scars into the workplace and into their family lives" (pp. 31-33).

That predominantly white institutions are structured to meet white student needs was validated in a study conducted by Centra (1970). At 83 predominantly white institutions, Centra found that the environment for African American students led

to their alienation. If, as others have said, the college environment produces isolation and related psychological effects, a pervasive atmosphere of self-doubt makes interaction very difficult for some minority students and unbearable for others. Such feelings of alienation lead to high attrition (Centra, 1970; Suen, 1983; Young, 1983).

O. L. Taylor (1970) characterized the university as a middle class institution that does not provide minority students with adequate provisions for cultural identity, psychological acceptance, feelings of relevance and achieving cultural goals. C. A. Taylor (1985) contended that the more thoroughly students are integrated into these systems, the more likely their perseverance and graduation. He wrote that minority students experience difficulty integrating into the system, exacerbated by social factors that stand as barriers prohibiting minority students from enjoying all of the benefits and advantages that universities offer. Minority students who get involved in campus activities generally do better in classes and increase their chances for persistence. Positive experiences in activities may, in some cases, counteract the negative experiences that many minority students face in the classroom.

Gibbs (1974) found that African American students engaged in four models of coping behavior. These she labeled as withdrawal, separation, assimilation, and affirmation. C. A. Taylor (1985) indicated that many students questioned the necessity of losing their ethnic identity in order to be accepted, arguing that it is time that minorities exercised social control of their lives. "Campus life for minority students at predominantly white campuses has always been difficult" (C. A. Taylor, 1985, p. 19). Signs that alienation of minorities may be occurring include:

1. All white committees.
2. Absence of minorites (picture or print) in the campus press coverage.
3. Inflexible rules & guidelines that ignore the cultural needs of minority students.
4. Tokenism.
5. High attrition rates.
6. Using entrance exams based solely on White middle class culture.
7. Using text books that don't include the minority experience.
8. All White cultural environment. (C. A. Taylor, 1985, p. 19)

Signs of an inhospitable environment are so subtle and infused into the campus setting that indicators of racial discord are frequently only noticeable to students of color. Although these indicators may appear insignificant to others, to a student of color they may determine academic perseverance and success.

Schools, Colleges, and Departments of Education must demonstrate a sensitivity to their students' needs by showing concern for each student's social well being and academic progress. Attrition can be lessened if the social and cultural

climate of teacher education programs is such that minority students feel accepted. Some measures that might be implemented to help the student feel comfortable in a new environment are: (a) orientation programs which serve to smooth transitions and familiarize students with potential problems before they arise; (b) academic, personal, and financial counseling to help students overcome the various barriers that higher education can present; and (c) advisors, counselors, or mentors identified at the outset of the minority student's career. These and other strategies are discussed in greater detail in Chapters 2 and 3.

Principle #3 - Multicultural emphases must be incorporated throughout the curriculum. Changing demographics and increasing cultural and racial diversity bring problems that must be addressed. Problems such as racial conflict and cultural misunderstandings are often infused into the curriculum. Frequently, the Anglo-European perspective is highlighted, while the cultures of other peoples are devalued, ignored or riddled with misconceptions that are biased and demeaning.

Huie (1989) related a classic example of teacher-perpetrated multicultural insensitivity that occurred when she was student teaching. In an elementary school in south central Los Angeles, a student teaching colleague introduced a lesson on Japan by saying, "And students, these people eat raw fish. Yuck!" To which, 36 students responded, "Oh, yuck" (p. 20).

Teacher educators cannot allow their perceptions of people who are different to be biased. The curriculum must expand the range of students' knowledge and experiences to enable all prospective teachers to appreciate diverse cultures and various ways of thinking. The curriculum needs to broaden students' horizons and enable them to appreciate different cultures, different modes of thinking and inquiry, and different values and aesthetics (Green, 1989). If efforts are not made to provide a curriculum that contains the perspectives of diverse groups, myths will continue to be perpetuated, and both majority and minority students will be unable to appreciate the richness of America's cultural heritage.

In teaching students from a variety of different cultures, C. A. Taylor (1985) encouraged professors to not force everyone into the same mold, but to give each student the relevant tools needed for success. He maintained that minority students can be "turned on" to math if they are shown how it relates to their lives. Similarly, he suggested that "They can be turned on to Shakespeare by changing 'to be or not to be' to 'tell it like it is'" (p. 22).

Johnetta Cole (1990), President of Spelman College, remarked, "I am convinced that excellence in education is only possible if there is diversity--diversity in the content of the curriculum and diversity among the students, faculty and staff of the institution" (p. 17). She recommended that students "Explore the works of Chinua Achebe, Maxine Hong Kingston and Jose Marti....Paula Gunn Allen on Native American women's realties and the works of Anna J. Cooper and a host of 19-th century African-American women scholars and activities" (p. 17). If

both majority and minority students are exposed to well-known African American, American Indian, Hispanic, and Asian American scientists, writers, and political figures, they will develop a better understanding of those groups and a higher regard for their own cultural backgrounds. Greater interest can be created in the curriculum if students begin to see how the content relates to their own lives.

"How can curriculum have integrity if you leave out references to large contributions from different groups ?" asked Dr. Howard L. Simmons, Executive Director of the Middle States Association of Colleges and Schools (Wiley, 1990, p. 8). In the same vein, C. A. Taylor (1985) suggested that educators analyze the relationship between course content and racism and pluralize their class presentations.

Implementing a curriculum that reflects diversity requires faculty members who are willing and capable of incorporating multicultural content into course work and clinical experiences. Faculty involvement is crucial to move discourse beyond the general orientation that students typically experience. The curriculum is not stationary; faculty members are constantly examining and revising it to reflect new knowledge as well as conditions and requirements of society. As Dotson (1988) has observed, during the current reform movement, SCDEs have an opportunity to incorporate multicultural content into the curriculum.

SCDEs can make the curriculum more responsive to a multicultural society by: (a) publishing a document which contains a philosophy that supports the infusion of multicultural content throughout the curriculum; (b) allocating financial and human resources to support multicultural education curriculum development; and c) instituting a college-wide staff development program to promote the inclusion of multicultural content in the curriculum (Dotson, 1988). Specific strategies for incorporating multicultural elements into the teacher education program are as follows:

1. Generate a process in which multicultural education will permeate the curriculum, reflecting cultural diversity in all subject areas.

2. Assist all faculty members in the acquisition of knowledge of cultural experiences, historic and current, of diverse groups and in recognizing bias in instructional materials.

3. Involve culturally and racially diverse faculty in curriculum decisions affecting multicultural education.

4. Recruit minorities into teacher education programs and hire minorities for faculty and staff positions in the academic unit.

5. Ensure that concepts such as racism, prejudice, sexism, equity, oppression, stereotyping, etc., are included in the multicultural curriculum.

6. Guarantee that instructional materials such as textbooks, supplementary materials, new library acquisitions and media packages are multicultural in nature.

7. Ensure that support staff, i.e. clerical assistants, secretaries, janitorial workers, and others are familiar with the unit's philosophy on multicultural education and are given the opportunity to have input.

8. Develop evaluation procedures for assessing the extent to which the curriculum prepares students for living in a multicultural society.

9. Develop clinical experiences which mandate that some sites be culturally diverse.

10. Develop an on-going process that will result in continuous review of the curriculum for multicultural education content (Dotson, 1988).

It is time for SCDEs to recognize the need for diversity and to move from a Eurocentric curriculum to one that meets the needs of all students. The accomplishments and concerns of all racial and culturally different groups, including African Americans, Hispanics, Asian Americans, Pacific Islanders and American Indians must now be given the attention they deserve within the curriculum.

As humanity stands on the threshold of a new century, SCDEs must raise philosophical questions which have no easy answers but which move the agenda of human survival and human dignity ahead at an increased pace. It is an opportune moment to reflect upon where we have been, where we are, and what we wish to attain as a nation unified in our diversity and dedicated to social and economic justice for all.

The teachers of tomorrow must become advocates for children and their communities. If one believes that diversity is valuable and that no one should be pressured to shed his or her language or culture, schools will be like botanical gardens, in which many diverse and beautiful flowers and other plant life flourish side by side. By actively recruiting and nurturing teacher education candidates from all cultural and linguistic heritages, tomorrow's leadership will consciously seek to provide positive learning environments in which there is abundant evidence of structured, institutionalized opportunities for intercultural sharing; a multicultural curriculum which treats critical historical events from the perspective of the participants rather than from the perspective of the victors; a demonstrated valuing of the gift of languages and the benefits of bilingualism for everyone; and a climate of warm acceptance.

How can colleges of education address the challenge of diversifying the teaching force? In the remaining sections of this document, we examine specific

strategies for recruiting and retaining minority students in teacher education programs and helping them to succeed on-the-job.

2

RECRUITMENT: BRINGING PROSPECTIVE TEACHERS TO CAMPUS

Status of Minority Student Recruitment Efforts

Although several colleges of education have developed innovative minority recruitment programs, more concerted action is needed. According to a relatively recent survey of 90 teacher education institutions (AACTE, 1988a), only one in seven SCDEs have instituted minority recruitment programs. The problem is further compounded by the fact that in some SCDEs the most frequently used recruitment strategies tend to be those that are least effective (Case, Shive, Ingebretson, & Spiegel, 1988).

The questions which are the focus of this chapter are: "What are the essential features of programs that are succeeding in recruiting more minority candidates into the education profession?" and "How can colleges of education incorporate these promising practices into their plans for recruiting minority candidates?" Many of the recommendations are based on suggestions provided by G. P. Smith (1989), who conducted an extensive review of minority recruitment programs in colleges of education.

G. P. Smith encouraged planners to design minority recruitment programs that are comprehensive, developmental, and collaborative. By "comprehensive," he meant that attention should be paid to attracting candidates from different applicant pools such as the traditional 18- to 24-year-old group, community college students, teacher aides, and early retirees. G. P. Smith defined "developmental" as focusing on identifying and encouraging young people, at least by middle-school age, to consider teaching as a career. Finally,

"collaborative" was defined as developing strong linkages between public and higher education, state agencies, and the private sector in designing minority recruitment programs.

G. P. Smith developed a profile of a model demonstration program for minority recruitment and retention. He advocated that a single individual direct both recruitment and retention activities. The importance of developing "detailed plans with short- and long-term goals, clearly defined target populations, and timetables for implementation" was also emphasized (p. 80).

Collaboration, as previously noted, is a key component of Smith's model. He recommended that colleges of education call on a variety of individuals, agencies, and community groups in designing and implementing their minority recruitment program. Further, he underscored the importance of developing "a variety of financial aid packages tailored to the specific needs of the various target populations" (p. 80) which the college is attempting to recruit. Mentoring programs, counseling, advising, and other support services were also essential ingredients in Smith's description of model recruitment and retention programs.

The purpose of this chapter is to assist SCDEs in developing more effective strategies to recruit minorities into the teaching profession. The principles presented herein were drawn from several programs throughout the country which are succeeding in recruiting minority candidates. Their success illustrates what can be accomplished when commitment, planning, collaboration, and resources are focused on the challenge of diversifying the teaching force.

Principles of Successful Recruitment

Principle #1 - Planning and coordination are critical to the success of effective minority recruitment programs. The importance of planning cannot be overemphasized in designing programs to recruit and retain minority students. Through careful planning, SCDEs can avoid the common pitfalls which characterize many higher education minority recruitment and retention efforts. These include: (a) investing *total* responsibility for minority recruitment and retention activities in a single individual or office; (b) piecemeal programming, e.g., developing a recruitment but not a retention program; (c) studying factors that lead to student failure rather than focusing on factors associated with student success; (d) short-term programs; (e) involving too few faculty, staff, and community members who are persons of color to act as role models; (6) lack of collaboration with ethnic communities; and (f) "no one in charge...who can lend vision, coordination and follow-through over time" (Brewer, 1990, p. 11).

A comprehensive planning model for recruiting and retaining minority teacher education candidates has been developed by Middleton et al. (1988). The essential elements of their model are paraphrased below:

1. Analyze the teacher education program. Document the need for greater minority participation; examine the structure and content of the program; review adequacy of supportive services; determine composition of the faculty; study employment patterns of graduates.

2. Set goals. Identify the target population; generate community interest in planning; and increase awareness of multicultural issues in the teacher education program.

3. Involve community groups. Establish working relationships with community, civic, public and professional groups; identify potential sources of funding in the community; and develop public information plans.

4. Develop plans for recruitment and retention. Establish a planning group; identify a program director; develop objectives for recruitment and retention; identify roles for individuals and collaborating agencies; build support for the plan; and disseminate the plan to appropriate individuals.

5. Prepare for implementation. Assure that necessary support services are operational; secure necessary resources to support various program components; conduct a pilot test of the program and revise, if necessary.

6. Implement the plan. Assure coordination and provide identified services.

7. Evaluate outcomes. Collect data related to program objectives and potential serendipitous effects; disseminate evaluation results; and revise program based on results.

8. Maintain a recruitment and retention data base. Identify data elements; analyze data on an on-going basis; and disseminate recruitment and retention data on an annual basis.

Several features of this model deserve comment. First, emphasis is placed on determining whether the current college climate, and both the content and structure of teacher education programs encourage minority participation. The availability and adequacy of support services are also examined. If any of these program elements is found to be wanting, corrective measures can be taken prior to initiating any recruitment activities. In this way, the likelihood that the college will develop the type of environment which welcomes and sustains increased minority participation is increased. Second, specific recruitment goals are developed and progress toward achieving those goals is continuously monitored. Third, the model emphasizes the need for extensive community involvement, a factor which many individuals stress as being essential to the success of minority recruitment and retention efforts (Education Commission of the States (ECS), 1990b; Garibaldi, 1989; G. P. Smith, 1989).

One way to ensure community involvement in planning is to establish an advisory group on minority recruitment and retention. While membership on the advisory group must necessarily be determined based on the context of a particular institution and the communities it serves, some general guidelines for establishing such a group follow.

1. Both minority and majority faculty should be included to emphasize the fact that attracting minority students is the proper concern of *all* faculty.

2. Minority alumni, particularly those who are leaders in education and/or in the community, can provide invaluable insights and advice based on their own experience at the institution. Minority alumni, who frequently interact with minority youth, can help to stimulate their interest in pursuing careers in education. They may also be instrumental in helping minority graduates to secure teaching positions.

3. Consideration should also be given to involving school administrators or key educational personnel, given the critical role they can play in encouraging students to pursue teaching and in hiring minority graduates.

4. Minority students should also be included to ensure that the plans for recruitment and retention will truly address students' needs.

5. The participation of representatives from the state education agency, especially those individuals who deal with the education of minority youth, is strongly encouraged.

6. A representative from the Board of Regents office and a state legislator with an interest in improving educational opportunities for minorities, would also be desirable to include. The inclusion of policy makers can help pave the way for state legislation aimed at increasing the availability of scholarships for minority students pursuing teacher certification.

7. It is also advisable to include business leaders, clergy, and representatives from fraternal or philanthropic organizations. These individuals may be instrumental in identifying potential applicants, increasing public awareness, and spearheading a campaign to secure funding to support the SCDE's minority recruitment efforts.

In sum, the goal is to obtain wide representation from all interested groups and to involve those individuals who will be instrumental in carrying out the recruitment plan and in ensuring its success.

The charge to the advisory group should be clear and communicate the seriousness of purpose which led to its formation. The advice of such a group can be invaluable in assessing the college climate, identifying the specific steps the college can take to improve its recruitment and retention efforts, targeting

potential pools of applicants, establishing recruitment goals and monitoring progress, identifying the types of academic and support services to be provided, assessing the adequacy of existing resources, and determining strategies to acquire additional funds to support the recruitment effort.

Once a recruitment and retention plan is developed, an individual should assume leadership for overseeing its implementation (G. P. Smith, 1989). Success or failure of the endeavor, however, should not rest solely with a single individual (Noel, Levitz, Saluri, & Associates, 1985). Appointing a Coordinator for Minority Affairs sends a strong message that recruiting minority students is a high priority and that the SCDE intends to intensify its efforts to attract minority students and to help them succeed.

Ideally, in most large institutions, the coordinator role would be a full-time position; however, given the tight financial situations many colleges of education are confronting, the appointment may have to be less than full-time. A number of variations are possible, including: appointing a faculty member, clinical instructor, or graduate assistant to serve in this capacity; expanding the responsibilities of an Associate Dean or Advising staff; or hiring a new staff member to assume the role of Coordinator. Although both majority and minority individuals may function effectively in the Coordinator role, it is highly desirable to seek out a minority individual for this position. The reasons for doing so are many and varied. Minority faculty and staff are underrepresented in institutions of higher education. Those that have succeeded have overcome many of the hurdles that minority students will have to confront, and are often committed to helping minority students achieve their professional and personal goals. Minority individuals often assume leadership roles in their communities and can help to build support for the SCDE's recruitment efforts.

Principle #2 - Focusing on specific pools of applicants helps to ensure success. The importance of focusing recruitment efforts on a specific target group has been stressed repeatedly in the literature (Middleton et al., 1988; G. P. Smith, 1989). Part of the rationale for focusing on a particular applicant pool stems from the perception that different recruitment strategies may be more effective with some minority groups than others (Henniger, 1989).

Practically speaking, we know very little about the relative effectiveness of different recruitment strategies on different minority populations. Perhaps the best advice to be given at this time is to involve members of the target minority population(s) in planning recruitment programs and heed their suggestions. In this way, one maximizes the possibility that the recruitment strategies selected for use will be appropriate to the needs of potential applicants and be sensitive to cultural and community norms.

Another reason that focusing on a specific target group is recommended is because some recruitment and marketing strategies lend themselves better than others to attracting individuals from different applicant pools, i.e., precollege,

college, and nontraditional students (AACTE, 1989). Suggestions for recruiting candidates from each of these pools are provided below.

Pre-College

In recent years greater emphasis has been placed on recruiting students at younger ages. This is primarily due to two factors. First, it is generally recognized that students make career choices by the time they enter junior high school (Council for Advancement and Support of Education, 1988). Thus, attempts to interest students in pursuing careers in education during the decision-making years have grown in popularity.

Second, the high drop out rate among many minority students coupled with the low number of students who complete, or who are counseled to take, college preparatory work, severely limits the potential pool of minority applicants (QEM, 1990). This realization has led some SCDEs to adopt a dual focus on early identification and intervention to encourage more minority students to pursue careers in teaching and to prepare them with essential academic skills, thereby enhancing their eventual entry into higher education and teacher education.

A number of SCDEs have begun programs to attract young people into teaching. Central Washington University, for example, offers a week-long summer experience for minority and nonminority students to consider teaching as a career. Participants learn about educational issues from prominent educators, interact with teachers and students in small groups, and design the ideal school of the future (Henniger, 1989).

Future Teachers of America (FTA) clubs are blossoming in several states. For example, the State Office of Education in Maryland works with school districts and colleges of education to establish local FTA chapters. Each chapter offers activities and special programs designed to encourage young minority students to become teachers. A statewide network is being developed to support the work of the individual chapters (Alston, Jackson, and Pressman, 1989).

Future Teachers of America clubs in Florida, which were originally designed for high school students, have expanded to include middle-school and elementary-aged students. These clubs provide information to students concerning career opportunities and offer students the opportunity to participate in teaching experiences (Henniger, 1989).

The Teacher Cadet Program in South Carolina encourages high school juniors and seniors, who have at least a B+ average, to complete a course on teaching; participate in field experiences designed to expose them to teaching; and to consider education as a career choice. The program is evidently very popular among students. After its first year of operation, participation increased from 28 high schools to 55 high schools involving 900 participants (Alston, et al., 1989).

Some programs focus on improving the academic skills of potential applicants as well as stimulating interest in education as a career choice. Alabama State University, in cooperation with local high schools, identifies ninth-graders who are interested in teaching. Participants receive remedial academic assistance, help in planning their academic programs, and hone their test-taking skills to better prepare themselves for college (Alston et al., 1989).

As young people consider possible career choices, information about teaching and opportunities to explore teaching via tutoring or other activities, should be available to them. Recognizing the role that teachers, counselors, and administrators can play in stimulating interest in teaching, the Ohio Minority Recruitment Consortium sponsors special workshops for educators. These workshops help educators to identify and motivate young minority students to consider teaching as a career (ECS, 1990c).

College

The college pool consists of two distinct groups--those who are attending two-year colleges and those who are enrolled in four-year institutions, but who have not yet declared a major. Each of these groups will be discussed separately.

According to the QEM (1990) report, minority students are "much more likely than whites to be in two-year institutions, from which transfer rates to a baccalaureate institutions are low" (p. 20). About 43% of African-American students and 55% of Hispanic and American Indian students are enrolled in two-year institutions, many of whom are in nonacademic or part-time programs. Accurate data on transfer rates between two- and four-year institutions are difficult to secure; however, "estimates range from between 5 and 25 %" (QEM Project, 1990, p. 20). Low transfer rates for minorities have prompted the development of better articulation agreements between some two- and four-year institutions.

A number of strategies to facilitate higher transfer rates between two- and four-year institutions have been advocated by Green (1989). Specifically, she recommended the adoption of "common calendars, equivalent courses, sound advising, bridge programs, and transfer agreements" (p. 35). Green also suggested that articulation agreements be both course and degree-specific. Further, she stressed that successful completion of an associate degree should ensure that two-year graduates will be accepted as juniors at the cooperating four-year institution.

Several SCDEs have focused their minority recruitment efforts at the community college level. A program at Auburn University at Montgomery (AUM) provides an illustrative example. The School of Education at AUM participated in a campus-wide "Program Awareness Day" designed to familiarize junior college counselors with the university's programs, faculty, and staff. Recruiters from the

school of education provided counselors with information about courses included in their teacher education programs and distributed a guide to assist students in passing state-mandated tests. Two special features of the program deserve comment. First, the School of Education provided transcript evaluations at no cost to students interested in entering AUM's teacher education programs. Second, junior college counselors and students were encouraged to call a special toll-free number to obtain information about specific course requirements and registration. The person manning the phone was also the "first person the transfer students met for orientation and advisement when they came on campus to enroll in the School of Education" (Willard & Gordon, 1989, p. 58). Thus, students established contact with the school as early as a year in advance of transferring which undoubtedly facilitated their transition.

In reviewing strategies for recruiting minority students from two-year institutions, Haberman (1988) offered a number of excellent suggestions, some of which included: (a) involve faculty in two-year institutions and college of education faculty in cooperative planning; (b) offer some professional education courses at two-year institutions; (c) involve university faculty in discussions concerning the general studies component in two-year institutions; (d) provide assistance to minority students to improve their test-taking skills in preparation for entrance into teacher education programs; and (e) "convince universities that they have as much responsibility to transfer students from two-year programs as they do to 'regular' students who begin and complete their general studies at the university" (1988, p. 42).

Minority students who are already enrolled in four-year institutions represent another potential pool of applicants whom colleges of education can attract. Presentations to minority students focusing on the need for minority teachers to serve as role models in the schools and the benefits associated with teaching is one possible strategy. Sponsoring a group of "minority students in education" and encouraging them to become involved in recruiting other minority students is a second strategy. Offering an education course for general education credit and advertizing its availability to both minority and nonminority students can serve to spark interest in pursuing teaching as a career.

Volunteerism is experiencing a re-birth on many university campuses. Arranging opportunities for minority students to tutor students in local schools may heighten their interest in teaching. By working closely with the university's Center for Ethnic Student Affairs, the college of education's Coordinator for Minority Affairs can identify minority students who have not yet declared a major. These students can then be contacted, invited to participate in special awareness programs, meet minority alumni and faculty, receive information concerning financial assistance and supportive services, and be encouraged to consider teaching as a career.

Nontraditional Students

The nontraditional group, for lack of a better word, represent a largely untapped pool of potential applicants. Individuals in this group include: individuals contemplating a career change; retirees; teacher aides; high school graduates who showed promise, but chose not to continue their education immediately following the completion of high school; graduates of two-year institutions; and college graduates who have interrupted or delayed their career plans who now desire to explore teaching as a career (AACTE, 1989; Witty, 1989).

Recruiting students from nontraditional groups requires flexible programming on the part of SCDEs. The need to work full-time is a reality for many nontraditional students. Several state scholarships designed to attract persons to teaching require recipients to study full-time, thus, effectively negating the possibility of attracting a significant number of minorities into teaching. Success in attracting nontraditional students is largely dependent upon finding ways that they can finance their education while caring for their families. Lack of adequate day care, for example, prevents many single parents from even considering pursuing a college degree. Efforts by universities to provide free day care would help create better access to higher education, most particularly for students who are single parents.

Several SCDEs have, however, designed innovative programs for nontraditional minority students who desire to become teachers. For example, California State University at Dominguez Hills has developed a program for teacher aides. The University of Louisville, in cooperation with the local schools, offers a program to prepare teacher aides, nonprofessional school employees, and others in the business community such as secretaries, to become teachers (AACTE, 1989).

Principle #3 - Setting recruitment goals and monitoring progress in achieving them is essential. Setting a realistic minority enrollment target is a two-step process: First, data are needed regarding: (a) present and projected supply and demand figures by race and ethnicity for the profession within the SCDE's service region; (b) the number of minorities in potential applicant pools, e.g., community colleges, and junior and senior high schools; and (c) the number of minority candidates who enrolled and who completed the SCDE's professional education programs within the past three to five years.

Second, a basis for determining a desirable enrollment goal is needed. The Holmes Group has encouraged member institutions to "significantly increase the percentage of minority students in teacher education each year for the next ten years" (Holmes Group, 1986, p. 92). Participants in the QEM (1990) project recommended that the number of newly qualified minority teachers be increased from about 6,000 to 30,000 by the year 2000. At a minimum, colleges of education should set a goal of graduating a sufficient number of minority

students to ensure that their representation will be roughly equivalent to the number of minorities living in the SCDE's service region.

Locating accurate data regarding minority representation in the current teaching force is often difficult. As noted by ECS (1990b), some states have failed to systematically collect racial and ethnic data, thereby making it difficult to project supply and demand needs for the teaching profession. Similarly, until AACTE (1988b) conducted a survey of the racial and ethnic composition of teacher education candidates, little reliable data were available on a national level. Now that AACTE will periodically collect race and ethnicity data on teacher candidates and that ECS (1990b) has recommended that states begin to collect relevant demographic data on factors relating to the minority teacher shortage, the availability and accuracy of data of this type should improve.

Setting a goal for increasing the number of minority graduates serves two important purposes. First, it reinforces the fact that the SCDE has made a commitment to increasing its efforts to recruit and retain minority students. Second, it provides a baseline by which the college can gauge the success of its efforts. Ideally, the goal should be set based on an informed understanding of the data previously mentioned and in consultation with faculty and others who will be instrumental in achieving the targeted goal.

Both long-term as well as annual recruitment goals should be set. In this way, even small but noticeable improvements can be recognized and reinforced while never losing sight of the long-range goal. In addition, it is important for SCDEs to keep retention data by race and ethnicity for each teaching specialty offered. By conducting exit interviews with minority students who do and do not successfully complete programs, much useful information can be gathered for use in improving recruitment and retention efforts.

Principle #4 - Collaboration is the key component in many successful recruitment programs. If one idea permeates the literature on minority recruitment, it is that many different individuals, organizations, and agencies must work together if we are to succeed in recruiting more minority individuals into the teaching profession. In speaking to this point, the ECS (1990b) noted: "The problem is simply too complex to be resolved through individual programs frequently designed and implemented in isolation from one another and from existing policies and practices" (p. 8).

The importance of collaboration becomes apparent when one considers the multiple factors that affect the supply of minority teachers. Frequently cited reasons given for the shortage of minority teachers include: a decrease in the number of minority students who graduate from high school; a decline in the number of minority students pursuing college degrees; inadequate preparation of many minority students who seek admittance to institutions of higher education; reduction in the availability of financial aid; a wider array of more lucrative

career choices; and the prevalence of testing for admission and certification to teach.

Several successful minority recruitment programs rely on collaborative arrangements between colleges of education and local schools. One of the most innovative programs found was developed by Georgia Southern University (Alexander & Miller, 1989). The essential features of the program are as follows:

1. Educators in the local schools identify African-American students who demonstrate potential as teachers. The students participate in forums with university and school faculty and the students' parents. The benefits of selecting teaching as a career are discussed; but, more importantly, students are given both a promise and a pathway leading to the completion of a college degree and certification.

2. The college develops a financial aid package that includes federal and state aid (scholarships, loans, and grants). The school district raises funds through its foundation to supplement the financial aid package offered to students.

3. The school district also agrees to hire students to teach upon their graduation. Students are required to repay grants if they fail to comply with the terms specified in the written agreement.

This program represents a collaborative effort between universities and schools to "grow their own" teachers. With this program, everyone wins--the students, the schools, the college, and the pupils whom these graduates teach.

Principle #5 - Providing assistance to minority students in securing financial support is of critical importance. Lack of financial aid bars many minority students from entering higher education. Summarizing trends in federal and state student aid, the State Higher Education Executive Officers (SHEEO, 1987), made the following observations: First, federal support for funding college costs decreased from 83% in the early 1980s to 77% in 1986.

Between 1982-85, maximum Pell grants increased by only $300 while college costs tripled. The funding level for Supplemental Educational Opportunity Grants, National Direct Student Loans, and College Work-Study has remained constant since the late 1970s. Second, Pell grants cover approximately 60% of college costs with state aid often being used to make up the difference. While approximately half the states anticipated increasing funds to support student aid, eleven states projected cuts in spending. Of those states who projected increased support, only half anticipated that the new levels of support would keep pace with increasing college costs. Third, need-based aid is not growing as fast as aid based on academic performance. Fourth, grant support is declining. While grants

accounted for 80% of federal student aid in the mid-1970s, they accounted for only 48% of federal aid a decade later.

The current funding situation led ECS to make a series of recommendations, pertaining to state support for student financial aid, including:

> Focus financial aid on needy students and give priority to institutions of higher education where minority students succeed.
>
> Use state grants to fill gaps left by federal financial aid programs.
>
> Offset tuition increases with increases in financial aid for low-income students.
>
> Coordinate state and federal financial aid procedures to simplify the application and award process (ECS, 1990a, p. 12).

Continued advocacy is clearly needed to convince policy-makers to make providing financial aid to students a high priority.

In the past several years, states have begun to offer special financial aid programs to attract minorities into teaching. Currently, 15 states offer financial assistance to minority students pursuing teacher certification. Twelve states provide loans, which are repayable by teaching for a specified number of years in the state; 4 states provide scholarships; and 1 state offers a fellowship (AACTE, 1990). In the majority of states, however, no special scholarships exist to attract minorities into teaching.

The availability of financial aid contributes both to attracting and retaining students. Colleges of education need to intensify their efforts to convince both state and federal policy makers of the need to provide financial assistance to enable more minority individuals to enter the teaching force.

In addition, there are a number of steps institutions can take to increase the impact of the financial aid programs they offer, including: earmarking institutional funds to supplement aid awarded to low-income minority students, informing recipients of the amount of their award as early as possible, providing more work-study programs and fewer loans, ensuring that work-study assignments complement students' career interests, and offering budget advice and emergency loans (Green, 1989).

Colleges of education also have a role to play in offering financial assistance to minority students. The Holmes Group has recently inaugurated the Holmes Scholars program which is designed to encourage approximately 100 member institutions to offer one- or two-year scholarships, fellowships, or assistantships to African Americans, Asian Americans, Hispanic Americans, American Indians, or other underrepresented groups in the professorate in education. Funded by

Holmes Group institutions and The Ford Foundation, the Holmes Scholar Network seeks to encourage minorities, particularly those who have outstanding records as teachers, to pursue careers in higher education.

Many minority students are first-generation college students. Neither they nor their parents may have sufficient experience to successfully navigate the bureaucracy surrounding federal and state requirements for securing financial aid. Financial aid information should be made available to minority students and their families early in their high school years, and seniors should be alerted to upcoming deadlines for application (Green, 1989).

A personalized approach to acquainting minority students and their families with financial aid procedures is highly recommended. Informal meetings with prospective students and their families can be planned to explain the financial aid process. Visits to applicants' homes to discuss strategies for financing a college education can be effective, particularly if a minority alumnus who knows the family makes the visit. Another variation on this theme is being used by Project Teach in North Carolina. Community-based teams are employed to carry information about a state loan forgiveness program to Black and American Indian students and their families. Team members also advise students regarding college admission requirements, skills required to succeed in school, and the availability of support services (Alston et al., 1989).

Workshops on obtaining financial aid, sponsored perhaps by a university Center for Ethnic Student Affairs, can provide students with valuable information delivered in a friendly environment. Information concerning different types of financial aid programs and directions for completing applications can be video-taped for prospective students to check out and review with their families. A special hot-line number can be set up to answer students' questions concerning financial aid.

Making financial aid and application information available in both English as well as the predominant languages spoken in an area is helpful. Visits by minority faculty to community-based organizations are also useful in providing parents and prospective students with information regarding college programs, financial assistance, and the availability of supportive services.

Principle #6 - Counseling, academic, and other support services aid recruitment as well as retention. The needs of individual students should determine the types of counseling, academic, and other supportive services to be offered. As noted by Green (1989), the needs of newly arrived Asian immigrants often differ significantly from Asian American students whose families have been in this country for generations. Similarly, African American students from middle class families who graduated from competitive high schools present different needs than their counterparts from inner-city schools. For that reason, it is advisable to design counseling and support services to meet the needs of individual students, recognizing that not all minority students will

require special assistance, or necessarily the same types of assistance, and that nonminority students can also profit from the services offered.

Some general guidelines for developing effective academic support programs are as follows: (a) stress the importance of teaching and learning for *all* students; (b) link support programs to academic majors; (c) assign trained, experienced teachers for underprepared students; (d) provide peer counseling; and (e) develop an "early warning system" to identify students who are experiencing problems and intervene to assist them (Green, 1989). Special care should also be taken to ensure that advisors who counsel students and instructors who teach remedial courses are sensitive to students' cultural backgrounds and are responsive to their needs.

For many students, college may represent their first opportunity to manage their own finances. When their first financial aid check arrives, they may not be fully knowledgeable about their financial obligations nor be aware of deadlines for paying their bills. Assistance with budgeting as well as offering to make emergency loans available can help to ease the financial woes of many minority students.

A number of authorities have suggested that many minority students have poor self-concepts which cause them to seriously question whether they can succeed in college. Access to trained counselors who can empathize with students' concerns as well as frequent interactions with minority faculty, peers, and alumni can serve to enhance students' self confidence and their desire to succeed.

The availability of academic, counseling, and other support services is essential to recruiting minority students and should be prominently featured in recruitment brochures. As we shall see in a later chapter, support services are also critical to retention.

Principle #7 - To attract more minority students, use effective outreach techniques. Most universities employ recruiters, and many have recruiters who specialize in attracting minority applicants. It is essential that SCDE personnel familiarize general university recruiters with the range of programs offered to prepare educators. Special services provided by the SCDE, which are likely to be attractive to minority students, should also be brought to the attention of university recruiters. No matter how effective general university recruiters are in attracting minority students, SCDEs must take a proactive approach to recruitment. A variety of mechanisms can be used, including: forming minority alumni networks who can identify promising applicants; launching public awareness campaigns emphasizing the college's programs, its desire to attract minority applicants, and the availability of financial assistance; offering special get-acquainted functions for minority students and their families; making presentations to community-based organizations; and having minority students and alumni visit local schools to discuss careers in education.

Colleges of education would do well to review their recruitment brochures to ensure that they appeal to both minority and nonminority students. Consideration should also be given to providing information in recruitment packets that minority students may find particularly interesting, e.g., lists of ethnic organizations on campus, special scholarships targeted for minority students, mentoring programs, availability of assistance with financial aid, counseling and support services, and job placement services. It is also advisable to make recruitment information available in the predominant foreign language spoken in the university's service region (Green, 1989).

Mass mailings to minority students in an attempt to interest them in programs are generally not effective. Instead, Witty (1989) recommends a far more personal approach which involves telephone conversations and face-to-face contacts with interested applicants. Follow-up contacts with individual students are also strongly encouraged.

In sum, the key to effective outreach lies in identifying a target population, designing programs that are responsive to the needs of the target group, and publicizing the program in ways that will appeal to potential applicants. Word-of-mouth based on actual achievements may be the best publicity of all--colleges of education that are serious about recruiting minority students and establish good track records in graduating minority students can succeed in attracting significantly greater numbers of minority applicants.

To a great extent, long-term success in recruiting minority students is determined by the efforts institutions make to ensure that they succeed once they are enrolled in programs. In the next chapter, we will see that many of the guidelines which pertain to recruiting minority students also have implications for ensuring their retention and graduation.

3

RETENTION: MAINTAINING DIVERSITY IN TEACHER EDUCATION

Retention Research in Teacher Education

Meeting the challenge to diversify the teaching force will require concerted attempts to recruit persons of color as well as equally vigilant efforts to retain them. While the importance of recruitment cannot be underestimated, it is imperative to recognize that voluntary attrition is a major contributor to the underrepresentation of ethnic minorities in higher education. This reality was clearly articulated by Adolphus (1984) who declared:

> The single most important factor contributing to the severe underrepresentation of Chicanos, Puerto Ricans, and American Indians is their extremely high rate of attrition from secondary school. The second most important factor is their greater than average attrition from undergraduate colleges...particularly community colleges. (p. 112)

Despite this assertion, minority student retention in teacher education has not been prominently featured in diversification strategies. For example, while there have been numerous publications on minority recruitment in teacher education, there has been an absence of such reports specific to minority student persistence (Anglin, 1989; Donnelly, 1988; Haberman, 1988; Nicklos & Brown, 1989; Wells, 1989). Moreover, even the reports which address both recruitment and retention place greater emphasis on recruitment (Garibaldi, 1989; Middleton et al., 1988; Stewart, 1988).

The lack of a retention focus in teacher education appears to be pervasive and is not a phenomenon that applies solely to minority candidates. Given the extensive research on retention in higher education, it is remarkable that there are virtually no studies concerning retention in teacher education programs. As a consequence, there are no retention models or theories pertaining to either minority or nonminority students in teacher education.

Underrepresentation of minorities in teacher education has resulted in a number of organizations offering proposals for ameliorating the situation: *Teacher recruitment and retention* (National Education Association, 1989); *Education that works: An action plan for the education of minorities* (QEM, 1990); *Minority teacher recruitment and retention: A call for action* (AACTE, 1987); *SREB recommendations to improve teacher education* (the Southern Regional Education Board, 1986); and *A nation prepared: Teachers for the 21st century* (Carnegie Forum on Education and the Economy, Task Force on Teaching as a Profession, 1986).

These reports offer many excellent suggestions, recommendations and examples of good retention practices. However, the accent has clearly been on "what works" rather than on "why" or "how" it works. There is no question that an awareness of successful retention practices in teacher education is valuable, and every effort should be made to expand our knowledge of exemplary programs. However, the showcasing of good practices needs to be accompanied by a conceptual framework to guide the development of effective retention programs in SCDEs.

To date, the action plans for retaining minorities in teacher education have largely ignored retention-related principles which emerge from empirical investigations on retention in higher education. The failure to develop empirically based retention theories specific to teacher education students and the inability to incorporate existing retention principles into retention programming has resulted in teacher education programs largely functioning without guideposts to orient and to direct retention efforts.

Ironically, while retention research in teacher education programs has been floundering, this type of research has received unprecedented attention in higher education. As a result, there has been a proliferation of retention theories for student populations and minority groups (Astin, 1975, 1982, 1984; Attinasi, 1986; Attinasi & Richardson, 1983; Bean & Metzner, 1985; Falk & Aitken, 1984; Noel et al., 1985; Sedlacek & Webster, 1978; Tinto, 1975, 1987). The theories and approaches offered by these authors may vary in their specific responses, but they are intrinsically similar in emphasizing interactive strategies, systematic approaches, and collaborative efforts for enhancing minority student participation. The essence of the retention theories can be captured in fundamental principles which can act as the needed framework for retention in teacher education.

It is important to note, however, that although most of these principles have empirical support within general student populations, they remain largely untested for teacher education student populations, in general, and minority students in teacher education, in particular. It is, therefore, imperative that every effort be made to investigate retention within teacher education in order to test the validity of these principles and to develop ones specific to minority students in teacher education.

Principles for Retention of Minorities in Teacher Education

Principle #1 - Experiences that promote students' social integration into the communities of the college have a powerful effect upon student persistence. Largely because higher percentages of minorities suffer from inadequate academic preparation, one may incorrectly assume that academic variables are the chief reason for attrition. Indeed, some may view minority student withdrawal as a natural consequence of poor academic preparation. These feelings can quickly translate into an attitude that attrition purges the institution of the educational unworthy thereby protecting the integrity of the institution and the quality of its programs. Deans need to emphasize that excellence and equity are mutually compatible and achievable goals.

While involuntary withdrawal emanating from poor academic performance and motivation does occur, it is imperative that faculty and staff understand that the vast majority of withdrawals from college are voluntary departures made by students who, at the time of their leaving, were performing satisfactorily at their institutions. In fact, only about 15% of the dropout rate in higher education is attributable to involuntary academic dismissals (Tinto, 1987).

A second point must also be made clear. While pre-college factors including the quality of previous school performance are important to collegiate success, they are not the most adequate predictors of college student persistence (Astin, 1975; 1984; Noel et al., 1985; Pascarella & Terenzini, 1980; Tinto, 1987). Moreover, there are indications that academic variables are even less reliable predictors of minority student attrition (Clewell & Ficklen, 1986; Duran, 1986; Lang & Ford, 1988; Lunneborg & Lunneborg, 1986; Suen, 1983; Vaz, 1987; Wright, 1987).

As retention research grows, it is becoming more evident that departure decisions are more a reflection of experiences following entry to college than of events and circumstances prior to entry (Terenzini, Lorang, & Pascarella, 1981; Terenzini & Pascarella, 1978). While persistence depends upon academic support dimensions for disadvantaged minority students, it is the character of their social participation within the institution which seems to influence their departure decisions (Tinto, 1987). In fact, the social integration theme is so prominent in the retention research that it is often cited as the most critical factor in departure

decisions (Pascarella & Terenzini, 1980; Terenzini & Pascarella, 1977; Tinto, 1987).

Moreover, there is growing support for the notion that social integration is even more critical for minority students than general student populations in affecting collegiate persistence and satisfaction (Allen, 1986; Attinasi, 1986; Flemming, 1984; Loo & Rolison, 1986; Sedlacek, 1987; Suen, 1983). In fact, so powerful are these social factors, that Allen (1986) contends that even the most limiting individual characteristics and institutional barriers can be bridged by programs which facilitate strong interpersonal affiliations.

When the absolute numbers of minorities on campus are small, they invariably suffer from social isolation and limited opportunities to develop relationships. Research is quite clear in showing that interpersonal relationships remain a major source of stress for all college students (Beard, Elmore, & Lange, 1982). For minorities, the level of stress is exacerbated at white campuses where they often encounter high levels of social isolation, strong feelings of alienation and acute loneliness (Cervantes, 1988; Loo & Rolison, 1986; Quevedo-Garcia, 1987; Ruey-Lin, LaCounte & Eder, 1988; Suen, 1983; Wright, 1987).

The apparent close relationship between retention and social integration implies that teacher education programs need to be more active in devising and implementing methods to expand students' opportunities to achieve social integration. The development of such methods should take into account that establishing college friendships must begin early--preferably within the first weeks of their collegiate experience (Billson & Terry, 1982). Secondly, while environmental circumstances like those at predominantly white campuses may limit socialization opportunities for minorities, it is essential to understand that students may be limited in their capacity to develop such relationships. Therefore, many students, both minority and nonminority, will need assistance in areas of interpersonal skill building and social adjustment techniques (Cuseo, 1991; Wright, 1987; Wright, Butler, Switzer, & Master 1988). Retention programming needs to focus on teaching students such empowerment skills as personal self confidence, assertiveness, stress management, and cross-cultural communication; while, at the same time, bolstering students' personal self-esteem.

One approach which combines both early intervention and an element of interpersonal skills development is the formal learning communities program at Seattle Community College (SCC) (Matthews, 1986). At SCC groups of freshmen experience a curriculum having a broad thematic emphasis which permits them to work together with a few faculty in a nurturing and sustained manner.

Cooperative learning and group-building exercises contribute to social integration. Unfortunately, there are indications that there is little or no thrust in this direction within teacher education. In fact, in his extensive study of teacher education

programs, Goodlad (1990) found that, "friendship bonds by way of providing informal socializing experiences were few and weak" (p. 211). He recommended that programs incorporate a socialization process beginning early in the teacher education student's college experience. Recent efforts to organize students into cohort groups, who stay together throughout their program under the guidance of a few faculty members, represents a step in the right direction.

Principle #2 - Attempts to retain students in higher education will be more successful when they are designed and implemented through a systems approach. According to Valverde (1985) a systems approach calls for:

> A major overhaul of the campus operation and of the established means of conducting campus life...faculty will alter their attitudes to be in accord with the revised missions...curriculum sequence and presentation will have to be examined and modified to fit new missions... (p. 91).

In other words, retention efforts should not be limited to some simplistic add-on service; rather, they should be infused into the curriculum, teaching methodologies, advisement, and orientation procedures. In effect, they should encompass all aspects of everyday student life. A "major overhaul" approach entails organizational development with an emphasis upon policies and regulations which influence student withdrawal decisions. Most importantly, it assumes a wide ownership for student departure decisions.

For quite some time there has been general agreement that retention success or failure is not attributable to any one person or service (Noel et al., 1985; Tinto, 1987, 1990). Many of the reports emanating from teacher education sources have also picked up on this principle and have stressed the importance of a systems effort to combat attrition (Alston, 1988; Brewer, 1990; Garibaldi, 1989; Hatton, 1988; Middleton et al., 1988; QEM, 1990; G. P. Smith, 1989; Woods & Williams, 1987).

Using a systems approach means that it is essential that teacher education programs establish closer relations with academic departments at their own campuses. Students with teaching aspirations need to be identified early and given educational and personal support. Teacher educators must interact more with faculty and staff at their institutions and keep them well-informed about education policies and teacher education programs. Education faculty must take the lead in broadening faculty awareness about competency testing and then must counsel their colleagues about multicultural styles of learning and teaching (Spencer, 1986; Witty & Jones, 1982; Whitehurst, Witty, & Wiggens, 1986/1987).

A systems approach also recognizes that circumstances off-campus are related to persistence for many nontraditional students (Bean & Metzner, 1985). Students who drop out of college have a tendency to have stronger ties and

commitments to family and off-campus friends than students who live on campus (Astin, 1975). Furthermore, a high proportion of persons of color are first-generation college students. That fact often limits their knowledge of the collegiate system (Billson & Terry, 1982). Such findings point to the importance of building strong linkages with the family members of nontraditional students.

The role of family becomes increasingly important for minority teacher education majors because the family may not be enthusiastic in supporting students majoring in low-salaried and--with the advent of competency testing and other pre-entry requirements--increasingly inaccessible majors like education. The fact that many of these single-parent families may rely on their collegian to provide income or to fulfill responsibilities at home also may erode family support. Astin (1982) recommends that colleges respond by helping minority parents and spouses understand the objectives, practices, and procedures in higher education. Programs like the Villa Nueva Project at San Diego State University that incorporate family members in the educational process need to be encouraged. In this project, parents of SDSU students who reside in an area housing project have united to bring scholarships, counseling, and advising opportunities directly to the housing project.

Principle #3 - Initial retention efforts and resources should be concentrated upon a targeted population. The retention literature is quite clear that the most prudent way to initiate a retention program is to center upon one student group (Beal & Noel, 1980; Noel et al., 1985; Pantages & Creedon, 1978; Tinto, 1987).

In most cases the targeting strategy is straight forward: Simply identify the types of students who are most vulnerable to attrition and then initiate some form of intervention programming. In teacher education, however, the targeting strategy is more difficult because of the many possible entry points into teacher education programs. Thus, targeting becomes a dilemma of not only who to target, but when to conduct intervention programming. Should teacher education, for instance, place its retention efforts on pre-freshmen, freshmen, transfer students, college juniors, fifth-year students, or some other entry point?

Obviously, there is no simple solution to this predicament and precise answers can only be obtained as each college or department of education analyzes its programs, attrition rates, and resources. However, even when such investigations become more commonplace, it is unlikely that any one teacher education program will satisfactorily address all the attrition factors at all levels of entry. A more plausible approach is to concentrate efforts at the point where the students are most vulnerable to dropping out. Since this point may differ at each institution, a careful analysis of the attrition rates within teacher education programs would be an essential first step in the decision making process.

Until such analyses are conducted, teacher education would be well advised to utilize retention data gathered on higher education students in general. For

example, there is increasing evidence that college students are prone to dropping out during times of transition--as exemplified by the college adjustment difficulties faced by freshmen, transfer, and re-entry students. In fact, one of the most glaring realities revealed by retention research on college students is that at least half of all students who withdraw do so during their freshman year (Noel, 1985). Equally noteworthy are findings which show the first six to eight weeks of the freshmen year as the most critical period in terms of attrition (Pantages & Creedon, 1978). Given the array of adjustment difficulties encountered by many ethnic minorities at predominantly white colleges, it should come as no surprise that attrition rates among minority student freshmen are even higher than for nonminority freshmen (Astin, 1975, 1982). Therefore, a logical point for teacher education programs to target their efforts is at this critical time of transition--the first weeks of the freshman year as well as perhaps the initial semester on campus for transfer students.

Principle #4 - Successful retention is no more, but certainly no less, than providing a good education for all students. The concept that good retention programming is no more than good education is a consistent theme in *Leaving college: Rethinking the cause and cures of student retention* (Tinto, 1987), which has become a chief source of retention theory and programming. Tinto emphasizes that both "what" is taught and "how" it is taught influences retention. The research shows that course content and its accompanying methodology can significantly influence retention rates (Bean & Metzner, 1985; Noel et al., 1985). One critical factor in this regard pertains to the level of student satisfaction with the educational quality of the institution (Noel, 1985; Terenzini, 1986). It should come as no surprise that some of the most frequently cited reasons for students dropping out of college are related to issues of classroom boredom and dissatisfaction with collegiate requirements and regulations (Astin, 1975).

Frequently, boredom reflects a perceived irrelevancy of classroom material by students who may not see the value of a course other than to fulfill graduation requirements. This perception of non-utility of course work too often results in higher rates of attrition--especially for nontraditional students (Bean & Metzner, 1985). Students entering teacher education may become discouraged if the courses they take early in the program have little relevance to teaching.

Many students, minority students in particular, enter college with some doubts about the value of a college degree (Richardson & Bender, 1987). Reports indicate that such doubts are reaffirmed when students encounter a disjointed and incoherent general education curriculum (Boyer, 1987; National Institute of Education, (NIE) 1984; National Endowment for the Humanities, 1984). The beginning college student who receives a heavy dose of required general education courses and fails to see the relevance of such courses too often becomes an attrition statistic (Cuseo, 1991; Astin, 1975). What needs to be done? Students need formative, systematic, and well-articulated experiences which can help them learn the value of higher education so that they can see that

a college degree can lead to more than just obtaining a job (Spear, 1984; Noel, 1985). Noel (1985) recommended that, "We need to be more specific in interpreting for our students and potential students how the outcomes of education, the competencies they will develop with us, will be useful in adult roles beyond the classroom" (p. 20).

Irrelevancy is just one factor which can drive students away from college. Too often minorities perceive the college curriculum as being insensitive to multicultural perspectives, inflammatory in portraying minorities in unflattering or stereotypical ways, or simply devoid of multicultural perspectives (Cervantes, 1988; Fiske, 1988; Flemming, 1984; Ruey-Lin et al., 1988).

The curriculum and materials in teacher education programs should be reviewed to ensure that they adequately portray the contributions of prominent minorities in the teaching profession. In addition, materials need to be carefully checked to eliminate any obvious or subtle stereotypes. All education programs should seriously consider having multicultural issues and cross-cultural communication courses as part of their graduation requirements. In these circumstances, an advisory board comprised of minority faculty, teachers, and students could be invited to review materials and offer suggestions on how to reduce negative stereotyping and examples of subtle racism.

Like the curriculum, pedagogy is also a critical factor in retention. As we have said, academic boredom resulting from poor teaching and apparently irrelevant classes is a frequent factor in attrition (Noel et al., 1985). The method of teaching is particularly critical for minorities because many come to the campus with learning styles which are often incompatible with the teaching styles of the professors (Arellano & Eggler, 1987; Cross, 1976; Lynch, 1988; C. J. Macias, 1989). In addition, minorities may be unaccustomed to examples offered by instructors who are more frequently products of different socio-economic, racial, and cultural orientations.

Given the importance of good teaching in retention, it is essential that teacher education programs put their best teachers in introductory courses, or practice instructional front loading (NIE, 1984; Noel et al., 1985). Furthermore, all teacher education faculty need to be well acquainted with pedagogical strategies which are most effective with minority student learning styles (Arellano & Eggler, 1987; Claxton & Murrell, 1987; Lynch, 1988; C. J. Macias, 1989).

At the same time, students in teacher education need to be familiar with the strengths and weaknesses of their own learning styles. In addition, they should be given process strategies for coping with courses taught by professors with incompatible styles (Weinstein & Underwood, 1985). Also, given the importance of course utility, teacher education students should be afforded hands-on, practical, teaching experience early in their college life and such experience should be sustained throughout their programs.

Principle #5 - Frequent contact with faculty outside the classroom is one of the most important factors affecting persistence. There is very strong evidence that individual faculty members are the most important retention resource on any campus but it should be emphasized that their value lies in the organization's ability to affect quality student-faculty relationships (Endo & Harpel, 1982; Pascarella, 1980; Pascarella & Terenzini, 1977; Tinto, 1987). The powerful influence of caring faculty members, who establish rapport with students, who make students feel valued, and who respond to student concerns, is most clear in retention research (Noel, et al., 1985).

Moreover, the research indicates that faculty influence on retention is most profound during informal out-of-class times (Wilson, Gaff, Dienst, Wood, & Bavry, 1975). For many minorities--especially those at predominantly white colleges--opportunities for informal interaction with minority faculty may be limited due to the scarcity of minority faculty in institutions of higher education. African Americans, Hispanics, and American Indians represent 15.2% of the students in higher education, but only 6.8% of the full-time faculty are from these ethnic groups (Wilson & Carter, 1992). Thus, there is a marked scarcity of minority role models and connections on campuses for these students. To bridge this gap, minority community leaders and alumni can play important roles as mentors to minority students and can help to attract new minority faculty to accept faculty positions.

In addition, strained relations between faculty and minority students are commonplace in higher education--especially at predominantly white colleges (Allen, 1985; Flemming, 1984; Garsa & Nelson, 1973; Loo & Rolison, 1986; Livingstone & Stewart, 1987). For example, Duran (1986) reported that minority students found faculty inaccessible, unfriendly, and ungiving in their feedback. It also appears that minorities spend less time with faculty outside the classroom (Stikes, 1984).

These circumstances are most difficult to address but they are important enough to minority retention for academic departments to front load their programs with sensitive, supportive, and caring teachers and advisors (NIE, 1984; Noel et al., 1985). In addition, formalized and structured experiences designed to increase the frequency of contact between faculty and students should be encouraged.

The value of role models for minority students is frequently mentioned (Astin, 1982; Cerventes, 1988; Fiske, 1988; Middleton et al., 1988) and establishing mentoring opportunities is a common recommendation in teacher education (Dupuis, 1989; Hatton, 1988; Middleton et al., 1988; G. P. Smith, 1989). However, the powerful effect of student/faculty relationships on retention calls for more effective strategies for securing frequent and personal contact between students and faculty. Mentoring programs offer an attractive approach, particularly if they operate under sound policies and procedures.

By definition, a mentor is "an influential person who significantly helps the protege achieve their life/career goals" (Brooks & Haring-Hidore, 1987, p. 4). A mentor can act as a sponsor, promoter, coach, and advisor to the protege. According to Zey (1989) mentors are teachers in the sense of providing inside information on the skills, tricks, and social graces for success. They provide personal support by giving proteges confidence and encouragement. Mentors are also capable of organizational intervention on behalf of the protege.

Successful mentor programs typically have a number of key components: (a) they are voluntary; (b) they have a high degree of commitment from the mentor to develop the relationship; (c) they clearly articulate roles and responsibilities for both the mentor and protege; (d) they provide training for the mentors; and (e) they have an evaluation aspect. The status of mentoring programs in teacher education programs is relatively unknown--especially in terms of fulfilling these vital components (Anderson & Shannon, 1988), and, while mentoring programs are often suggested by retention advocates in teacher education, the lack of research suggests that rarely are programs evaluated for effectiveness.

Principle #6 - Institutions should ensure that new students enter with or have the opportunity to acquire the skills needed for academic success. A review of retention studies clearly shows some relationship between persistence and academic performance during the freshmen year (Pantages & Creedon, 1978). Thus, the academic variable can be a particular problem for many underrepresented minorities who generally have weaker high school preparation in key areas like math and science. In California, for instance, over two-thirds of African Americans and one-half of all Hispanics enter the state systems with a waiver of regular admissions requirements (Cuseo, 1991). The graduation rate for African American freshmen who enter on waiver is 7%, while the rate for Hispanic freshmen is 4% (Richardson, Simmons, & de los Santos, 1987). A lack of preparation can quickly bring disillusionment as students encounter the competitive atmosphere of higher education and try to adjust to the different learning expectations between high school and college (Fiske, 1988; Rodriquez & Rodriquez, 1986; Sedlacek, 1987; Smith & McMillon, 1986; Thomas & Rohwer, 1987).

Academic success for many students is not only tied to pre-college preparation but it can also be related to affective domains as well. For example, minority students seem particularly susceptible to unrealistic expectations about their ability to succeed, and this lack of accuracy in self-appraisal can severely postpone remedial action (Roueche & Roueche, 1982; Sedlacek, 1987).

As a means of addressing these academic concerns, the research provides substantial evidence that academic support programs can bolster retention and achievement among nontraditional populations (Hembree, 1988; Kulik, Kulik, & Schwalb, 1983). These programs are particularly successful when they are accompanied by a systematic, comprehensive, and nonvoluntary assessment of

students when they enter the institution or program (Adelman, 1986; Jacobi, Astin, & Ayala, 1987).

Thus, programming to strengthen the academic performance of students in teacher education has an important place in retention strategies. Even though all students are entering college with higher grades, there are indications that they are increasingly concerned about their ability to compete academically (Astin, et al., 1989). As more re-entering and older students enroll in higher education, there will be a need for refresher experiences in basic academic skills. Furthermore, it must be remembered that for minorities at predominantly white campuses, the academic pressures can be increased as students confront financial concerns, culturally insensitive curriculum, incompatible teaching styles, questionable off-campus support, different social and cultural values, and both subtle and overt racism. In total, these and other cultural and college shocks may keep minorities from fully concentrating on academic matters (Fiske, 1988; Flemming, 1984; Sedlacek, 1987; Wright, 1987). It is, therefore, critical that all students in teacher education, in general, and minority students, in particular, be accorded opportunities to sharpen and develop their academic skills in order to combat psychological/social adjustment factors.

Given the circumstances, the question is not should academic assistance be given, but who should provide it and how should it be provided. There is general agreement that the assistance should begin early in the collegiate experience--even prior to entry--and that it should include a thorough analysis of the academic and personal attributes and perceptions of each student (Ramanauskas, 1988; Roueche & Baker, 1987). Also, most agree that student academic performance should be monitored and that intervention programs should be a constant feature throughout the collegiate experience (Beal & Noel, 1980; Brewer, 1990; Noel & Levitz, 1982; Roueche & Baker, 1987; G. P. Smith, 1989).

Some teacher education programs are taking a leadership role in providing academic analysis and assistance. Academic enrichment programs and courses specifically designed for teacher education participants are operating at the University of Wisconsin-Whitewater, Georgia Southern College and Norfolk State University (Garibaldi, 1989). Post and Woessner (1987) and Paige (1988) offer other examples of such programming within teacher education at the University of Wisconsin-Milwaukee and Texas Southern University.

However, there remain some questions about the effect of specific remedial courses on academic development (Davis et al., 1977; Grant & Hoeber, 1978). Clearly, modified approaches must be considered. One such approach is an academic procedure advocated by Weinstein (1982) who claims that advances in cognitive learning theory are showing learners to be "active information processors, interpreters and synthesizers who store and retrieve information in systematic ways" (p. 91). Weinstein asserts, therefore, that basic skills classes

need to accent how to learn as much as what to learn. Instructors who follow Weinstein's suggestion place greater emphasis on competencies needed for effective learning and strategies to help students better manage and monitor their learning.

Another important element for minority student persistence is their need to possess a realistic yet positive attitude about their ability to succeed (Astin, 1982; Bean & Metzner, 1985). For quite some time educators have understood that perceived ability contributes substantially to later academic achievement (Rosenthal & Jacobson, 1968). The same holds true for basic skills classes in that success appears intrinsically tied to emotional and perceptual attitudes (Cross, 1976).

Several investigators have suggested that there is a strong relationship between the self-concept and performance in remedial courses and academic development (Grant & Hoeber, 1978). Roueche & Armes (1980) stressed the importance of the self concept with respect to academic development: "In our research, we have discovered not only that students with weak self-concepts are less successful in their studies but that conventional academic structures tend to weaken self-image further" (p. 24).

This theory suggests that conventional, basic-skills classes may not be the best way to enhance retention unless they also address the many psycho-social aspects of learning. Without such a dual focus, such courses may not produce the desired outcome.

Principle #7: A well-developed orientation and advisement system makes a significant and positive contribution to student persistence. A high proportion of minority students are first-generation college students who are typically unaware of the workings of college. This lack of "inside" knowledge can be a major impediment to their success (Cerventes, 1988; Fiske, 1988). For minorities, the acquisition of knowledge about the college is more difficult at predominantly white colleges, where there may be an absence of regular information exchange with white students as well as a lack of adequate numbers of ethnic peers from which to glean information.

Thus, while academic support opportunities (the catch-up function) are important, training in how the college system operates (the catch-on function) is most critical. Sound orientation and quality advising are ways to deliver that catch-on function and both appear to have a significant impact upon retention (Crockett, 1978; Forrest, 1985; Lenning, Beal, & Sauer, 1980; Upcraft, Gardner, & Associates, 1989). Such services are seen as particularly effective when they extend well into the new students' first term or year (Roueche & Baker, 1987; Upcraft et al., 1989).

Not only can extended orientation courses--particularly those required by specific academic departments--act as valuable sources for obtaining catch-on skills, they

can also be highly effective in establishing closer student-faculty relationships and in breaking down feelings of isolation and alienation (Upcraft et al., 1989). While the courses can be constructed in various ways, their strength lies in providing a supportive and helpful foundation for students in making the transition to a new campus (Strumpf & Brown, 1990).

Quality advisement also plays an important role in reducing attrition (Beal & Noel, 1980; Crockett & Levitz, 1984; Myers, 1981; Noel, 1978). The pressures to succeed, the lack of a support system, the fear of being seen as a sell-out by community groups, coping with a largely alienating curriculum, the anxiety of breaking family ties, financial difficulties, the added shock of living on one's own for the first time, having few role models and mentors to provide direction, and tension brought about by subtle and not so subtle racism can challenge the staying power of even the most dedicated student. Support is essential to confront such challenges and advisement offered by well-trained and committed people can help.

Einstein once said that the laws of the universe are too important to be left to chance. In the same vein, advisement of minorities in teacher education is too important to be left to the uninformed, the uninspired, or the uncommitted. If teacher education departments are similar to other academic areas, then they are likely to have no formal recognition/reward system for advisors, rarely consider advising effectiveness in promotion and tenure decisions, and have no systematic evaluation processes for individual advisors (Crockett & Levitz, 1984).

Since advisors are rarely trained for this duty, they may see their role as only information givers rather than student developers. The complexity of the retention-related factors necessitates early intervention by advisors who are skilled at using intrusive advisement approaches and techniques (Haughey, 1982; Winston, Ender, & Miller, 1982). Advisement functions need to be elevated to a prestigious place in the organization--complete with recognition, rewards and compensation for quality advisement. Teacher educators can no longer pay lip service to this function.

Principle #8: Persistence is likely to result when participants believe that someone at the college cares about them and their personal aspirations. Of the scores of factors which contribute to retention none is more important than the perception of caring. A caring attitude translates into how students react to the college environment and its personnel. A caring institution is likely to be portrayed as a place where people are helpful, responsive, friendly, courteous, genuine, warm, open, and where there is ease of communication. Students at a caring institution feel safe, comfortable, relaxed and supported. It is likely that they have a "significant other" on campus to help them with their transitions.

There are strong indications that students who drop out are likely to indicate a lack of helping relationships on campus (Husband, 1976; Upcraft et al., 1989).

As we have seen, help and support are perceived as less real for minorities at predominantly white colleges (Flemming, 1984; Loo & Rolison, 1986; Nettles, 1988; Suen, 1983; C. A. Taylor, 1986). For African Americans, these feelings appear to be institutional specific; both Reed (1979) and Flemming (1984) report African American students as having more significant relationships and greater feeling of belonging at historically black institutions.

Despite the apparent relationship between caring attitudes and retention, there have been few suggestions on how to create such conditions. Establishing and maintaining a caring attitude is something each teacher education program must do on its own. It is essential that the leadership bring the organization together in order to assess current student perceptions, to identify sore points, to set organizational goals, to provide intervention programming for personnel and to reassess the effectiveness of such actions. The organization might begin by having peer-advisors, student-faculty mentoring, student advisory groups, group building exercises in the classroom, frequent social gatherings, open-door accessible and responsive advisement, stated and written values extolling the importance of a helpful and friendly atmosphere and systems which recognize the contributions of faculty and staff in fostering a caring community. In essence, it means caring about caring.

Principle #9: Students who are actively involved in campus life are more likely to persist in college. According to Astin (1984), involvement "refers to the amount of physical and psychological energy that the student devotes to the academic experience" (p. 297). Typically, the highly involved student devotes considerable energy to studying, spends a significant amount of time on campus and frequently participates in student organizations and activities.

Common sense suggests that those students who actively participate in the collegiate experience will gain a greater appreciation for the campus. Substantial research in the retention area seems to confirm that increased involvement translates into increased persistence (Astin, 1975; 1984; Pascarella, 1980; Tinto, 1987). The involvement concept appears to apply to minority students as well (Astin, 1982; Ficklen & Clewell, 1986; Flemming, 1984; Nettles, 1988).

Ironically, the students who are in the greatest need of assistance are often the least likely to seek it out and those students who could benefit most from campus participation are often not active participants (Churchill & Iwai, 1981; Friedlander, 1981). The stress of trying to fit into the basic value system of the campus and a lack of academic self-confidence can influence minorities to withdraw from engaging in campus activities (Wright, 1987).

Getting minority students involved with campus life is growing increasingly more difficult when the numbers of part-time, fully employed, commuter and older-age students are growing at phenomenal rates. The propensity for non-involvement may also be a product of having multiple roles within the community, a commitment to family responsibilities and financial constraints which limit

transportation and engagement opportunities. With a significant proportion of minority students enrolled at community colleges, there may be a smaller range of extra-curricular options available, while minority students at predominantly white colleges may not have sufficient opportunities to participate in activities which are specific to their needs or interests.

Teacher education programs can help to spark involvement in a number of ways. Providing work-study opportunities in the college, requiring daily or weekly tutorials, establishing a student advisory committee, providing opportunities for peer counseling, constructing off-campus mentoring or teaching programs, and developing honors programs and teacher leadership clubs are but a few involvement ideas. The key is that the program begin to see involvement as an essential aspect leading to graduation. Many universities are calling for mandatory volunteerism as part of graduation requirements. Others are placing a student's extra-curricular accomplishments on student transcripts. Certainly, incentives and rewards can help to foster more involvement, but when activities are of the co-curricular variety, their use and value can be greatly enhanced.

Principle #10: Competency testing has had an overwhelmingly detrimental effect on minority student retention in teacher education programs. Students in teacher education are unique in having so many check points to pass through successfully on the way to graduation (G. P. Smith, 1989). Currently, the majority of states require: (a) competency testing for admission into teacher education programs, (b) testing for teacher certification, or (c) testing for both admission and certification. A by-product of this growing use of testing is a poor success rate for many ethnic minorities (Anrig, Goertz, & Clark, 1986; Cooper & McCabe, 1988; Farrell, 1990; Gallegos, 1984; Garcia, 1986; Scott, 1979; G. P. Smith, 1987).

These results are disturbing enough to call into question the use of such instruments and to assert, as others suggest, that competency testing in its current form acts to exclude minorities from teacher education (B. P. Cole, 1986; Farrell, 1990; Gallegos, 1984; Garcia, 1986; Goertz & Picher, 1985; G. P. Smith, 1987, 1989). The difficulty with using such tests was succinctly summarized by Goertz and Picher (1985) who stated: "Current teacher tests, and the manner in which cut-scores are being set on them, are differentiating among candidates far more strongly on the basis of race than they are on the basis of teacher quality" (p. 227).

What has been missing in the competency equation is evidence that validates these measures as determiners of quality teaching (B. P. Cole, 1986; Garcia, 1986; Popham, 1986). Teacher educators must be concerned about the overall implications of using measures which usurp the authority of educators to make decisions about who should enter the teaching profession. Of course, any measure which can facilitate such decisions is welcomed, but until there is empirical evidence that these tests perform that discriminating function, the

authors of this report support the resolution written by Walt Haney for the Steering Committee of the Northeast Holmes Group (cited in Devaney, 1988):

> Be it resolved that the Steering Committee of the Northeast Holmes Group *recommends against the use of such cut-scores on teacher tests until such time as evidence is available to show that use of such cut-scores differentiates among teacher candidates more on the basis of some independently measured indicators of teacher quality than on the basis of race.* (p. 9)

Decisions challenging the predictive value of competency testing will require extensive studies, and since so many of these tests are mandated by state organizations or statutes, change will necessitate considerable political activity. Until such changes are made, some of the effects of the testing may be alleviated by pursuing a four-part strategy as follows.

First, follow the lead of Norfolk State University (Whitehurst et al., 1986/1987) and provide special competency test help for current and potential students in teacher education. This help should provide a university-wide team of faculty tutors and special conferences to acquaint university/college faculty with the nature and scope of the tests, as well as the systematic use of testing practice sessions using examples of standardized published tests like the National Teacher Examination. Second, the test help program at Grambling State University (Spencer, 1986) should be considered as a model--especially for its emphasis upon intensive inservice training for faculty in developing tests and test-taking skill sessions for students. Third, attention should be paid to Arizona State University Proactive *PPST* Support Program (Linton & Searfoss, 1989) which emphasizes early identification of skill deficiencies, diagnostic analysis, and academic experiences to remedy skills which are deficient.

Finally, teacher education programs like those at Central Missouri State University (Lamson, 1990) should be recognized and promoted because they are working to develop new measures which are highly correlated to teaching performance. At CMSU the teacher education faculty have designed a structured interview instrument to identify students who have talent to teach. This instrument has shown high correlation to predicting success in student teaching. It is excellent for ferreting out components of successful teaching that can be translated into skill development components of the teacher education program.

Succeeding in retaining more minority teacher education graduates will certainly increase the number of newly certified minority teachers in the work force. But, how many will enjoy long careers in education? What can and should the public schools do to beginning minority teachers succeed on the job? Successful induction into teaching will be explored more fully in the next chapter.

4

SUCCESS ON THE JOB: THE INDUCTION YEARS

The final step in building a diversified teaching force is keeping underrepresented minority teacher education graduates in the profession. Research on teacher induction has shown that initial experiences in teaching are critical and that rarely are beginning teachers given the support they need to make the difficult transition from students of teaching to classroom teachers (Hoffman, Edwards, O'Neal, Barnes, & Paulissen, 1986; Odell, 1989). Accordingly, the objectives of this chapter are twofold: First, to discuss some of the major problems that beginning minority teachers face during the induction (first two) years of teaching, problems that contribute greatly to the high rate of attrition among this group, and second, to recommend effective ways for addressing these problems, i.e., steps that can be taken to help minority teachers adjust to their new professional environment.

Common Problems of Beginning Teachers

The first two years of teaching are critical in determining how long a teacher will stay in the profession (Bullough, 1989). Schlechty and Vance (1983) reported that nationwide, approximately 15% of all new teachers leave teaching after their second year. Within this group, the percentage of African American and Hispanic beginning teachers who leave the profession after two years is extremely high (Metropolitan Life Survey of the American Teacher (MLSAT), 1988; A. L. Smith, 1990). Generally speaking, beginning teachers who stay in teaching beyond the first two years, are able to overcome most of the following, common problems, presented in descending order of difficulty: handling

classroom conduct during whole class and small group instruction; dealing with language and cultural differences among students; motivating students to engage in learning cognitively difficult concepts and procedures; addressing racial intolerance and bigotry among students and fellow teachers; assessing students' work in terms of process and product; establishing and maintaining relationships with parents; organizing a routine for class work; dealing with insufficient materials and supplies; and helping with personal problems of individual students (Olsen & Mullen, 1990; Veeman, 1984).

Nationally, nearly half of all beginning teachers, unable to surmount these problem areas, especially the first three, leave the profession within five years (Schlechty & Vance, 1983). In states with high concentrations of minority students, some beginning teachers are leaving within the first two years. For example, in California, a state with the largest overall number of children from different language and cultural groups, for every two teachers who reach retirement, seven resign after just one and a half years of teaching (Olsen & Mullen, 1990).

Achieving success on the job is clearly more difficult in some schools than in others. Teachers working in schools that serve large numbers of students from low income and minority families, for example, face qualitatively more demanding kinds of discipline and classroom management problems than teachers who work in predominantly middle-class, ethnically homogeneous schools. Thus, developing the skills and abilities to surmount these problems may, in large measure, be a function of the school environment itself.

Impact of the School Environment

The impact of working conditions combined with the presence of common problems experienced by beginning teachers further decreases the number of minority teachers who stay in the profession. "Black and Hispanic teachers ... are far more likely than non-minorities to say that they will leave the profession" (MLSAT, 1988, p. 5). Minority teachers are nearly twice as likely to leave the profession as non-minority teachers, first because they are usually hired to work primarily in schools attended only by minority students, and second, because the teaching conditions minority teachers face in these schools are often considerably more difficult than those experienced by nonminority teachers elsewhere. Greater numbers of minority than nonminority teachers work in poor, inner city schools, which are often plagued by drugs, violence, and other serious problems (MLSAT, 1988). A nonminority teacher, in contrast, is more likely than a minority teacher to find a job in a school attended by middle class children, who are usually of the same racial or ethnic group as the teacher. The majority of students attending these schools are not considered to be at-risk and the problems faced by teachers are minimal compared to those found in inner city schools.

The issue is not simply that underrepresented minorities work in more difficult settings, however. Many minority teachers, regardless of where they work, do not perceive the school environment as supporting the kinds of changes that are needed to help students from diverse cultural groups succeed in school.

Minority teachers who make it through the educational system and then return to it as teachers are often more aware than non-minority teachers about what needs to be done to improve education for minority children (Delpit, 1988). Unfortunately, without administrative and other forms of support for changes, teachers who are committed to improving education for minority students quickly become frustrated. A sense of hopelessness characterizes the following comment made by an African American teacher who left the profession after two years of teaching in a junior high school in Alabama:

> I left teaching because I got totally dissatisfied with the system I was a part of. The staff was 98% white and 2% Black. Near the end of the year I realized that I was the only staff member interested in helping *students* progress, not in just covering the course material....Finally, I left because it was too much to handle. I couldn't get through to the staff that they were hurting kids. People really didn't care about Black kids, whether they learned or not. There was so much inequality. (Delpit, 1988, p. 80)

Another African American teacher who taught in a Detroit mixed neighborhood school reported that she left teaching for similar reasons:

> The school was tracked. The highest track was all white, the middle track was mixed, and the lowest track was all Black.... There was no attempt to understand Black children.... They would just tolerate them at best. The system was corrupt and I'd be fighting and fussing the whole time. No, the system was murderous. It didn't exist to educate children. I realized that it was bigger than me, and I had to leave. (Delpit, 1988, p. 81).

Olsen and Mullen (1990) noted very similar concerns and frustrations among the 36 California teachers they studied. The teachers were selected for study because they worked successfully with mixed groups of immigrant and U.S.-born students in schools that were overcrowded and inadequately supported, and yet, these teachers stayed in teaching. They reported being constantly dismayed by the damage they saw occurring to children in the school system: immigrant children being passed along without getting the English development they needed; students being separated through tracking and testing; huge class sizes and few teacher aides; and teachers using derogatory remarks when referring to children of color. They also expressed cynicism over the lack of administrative support for the kinds of changes that viewed as being necessary to meet the needs of diverse students. None of these teachers were surprised that so many beginning minority teachers leave the profession during the first few years.

Need for Administrative Support

Administrative support for teachers who work with ethnic and limited English-proficient school populations is virtually non-existent (Hoffman et al., 1986; MLSAT, 1988; Olsen & Mullen, 1990). Administrators are more likely to be concerned with teacher-student relationships, especially those having to do with classroom discipline and individual problems (Veeman, 1984) than they are with more social-oriented problems having to do with language and cultural differences, racism in the school, health and guidance counseling, drug abuse and teenage pregnancy. To exacerbate the problem, many administrators and non-minority teachers are convinced that minority teachers are often "too touchy" or "overly sensitive" about instances of alleged prejudice and discrimination against minority students (Pettigrew & Martin, 1987).

In effect, the message many minority teachers receive is that these problems do not actually exist and that the real problems that teachers face have to do with maintaining classroom order and teaching children to stay on task. For instance, according to the report of the National Commission on Excellence in Education, entitled *A Nation at Risk* (1983), the real problem in schools is that the curriculum has become too soft and that students need to spend more time on the "basics," not on social issues. The report implies that minority students are at-risk because they have not mastered basic competencies, not because of any prejudice or discrimination they may face.

Working in schools where the administration holds this viewpoint is frustrating for minority and other concerned teachers, who know firsthand that ignoring the issues of prejudice and discrimination can result in differential treatment of minority children in school (National Coalition of Advocates for Children, 1988). Thus, any recommendations for keeping beginning minority teachers in teaching must perforce deal with the basic, critical issue of how to deal with administrative failure to recognize the problem.

The next section presents three general goals that public school administrators, working in cooperation with SCDEs, to help beginning teachers succeed on the job. Following this, more specific principles are offered to support and facilitate the achievement of these general goals. Both the general goals and the specific principles are drawn from research on effective support strategies for beginning teachers.

General Goals

Beginning minority teachers are confronted with many of the same kinds of problems that all beginning teachers face. For all beginning teachers, coming to terms with problems means being able to see that progress is taking place, and that students are learning despite the fact that the class is not running as

smoothly as it could be (Bullough, 1989). Beginning minority teachers, however, often face classroom problems beyond those encountered by non-minority teachers, especially if they are teaching in the inner city schools, or schools with large numbers of minority and immigrant students (Olsen & Mullen, 1990; A. L. Smith, 1990). To help newly certified minority teachers overcome the problems that all beginning teachers face, plus others that come with working in difficult school settings, it is recommended that schools establish and work toward three general goals:

First, it is essential that schools make a commitment to supporting beginning teachers. The educational leaders of the school, the school district, and SCDEs must be committed to providing emotional support systems for beginning minority teachers (Fox & Singletary, 1986; Odell, 1986). Beginning teachers are often faced with isolation, anxiety, and self-doubt. Moreover, as the cases cited previously show, beginning teachers may also feel a sense of hopelessness about the school's commitment to educating minority children. Thus, school administrators, experienced school faculty, and teacher education faculty need to help beginning teachers to understand and deal with their feelings about learning to teach. For example, beginning teachers can be offered seminars and workshops that deal specifically with issues of educational equity and strategies for enhancing the participation and achievement of minority students. It is important to help beginning teachers learn how to deal with incidents of racism and bigotry among their colleagues, especially ways to confront these attitudes positively.

Second, schools should provide time for new teachers to interact with colleagues. A commitment to success on the job also means providing opportunities for new teachers to talk with and visit more experienced teachers (Anderson & Shannon, 1988; A. L. Smith, 1990). Beginning teachers need opportunities to observe how their colleagues handle difficult teaching situations. One effective way to facilitate such exchanges is to pair new teachers with more experienced teachers who have teaching experiences similar to those of beginning teachers (Olsen & Mullen, 1990). Pairing teachers requires support in the form of allotting special time for both teachers to leave their respective classrooms for observation and consultation. Observing and talking with more experienced colleagues helps new teachers develop skills needed to transfer the theoretical knowledge of teaching discussed in preservice course work into appropriate teaching and classroom management practices (Fox & Singletary, 1986).

A third general goal for the induction phase should be professional development workshops. Beginning teachers need experiences to help them acquire additional pedagogical knowledge and skill (Hegler & Dudley, 1987). In addition to observing and working with more experienced colleagues, beginning teachers can benefit greatly from seminars and workshops that address teachers' specific needs. For example, topics and areas of interest might include record keeping procedures; parent conferencing; procedures for language testing; understanding entry, exit, and reclassification criteria for bilingual and special education

programs; grading; thematic unit planning; and obtaining teaching resources (A. L. Smith, 1990). Seminars and workshops should be practical, geared to teachers' needs, and designed to provide beginning teachers with the knowledge, skills, and experiences which will enable them to develop as professionals.

The following specific principles apply to effective induction practices for all beginning teachers, with special emphasis on meeting the needs of minority teachers.

Principles of Successful Induction to Teaching

Principle # 1 - Beginning teachers need opportunities to meet regularly to reflect upon and discuss their classroom experiences and practices with other teachers. Emotional support for beginning teachers is critical for two reasons. First, beginning teachers are easily overwhelmed with the daily routines and paperwork involved in teaching. McDonald (1980) describes the experiences of most new teachers as especially traumatic: "For most teachers, the initial experiences of teaching are traumatic events out of which they emerge defeated, depressed, constrained..."(p.5). New teachers need opportunities to air their feelings and frustrations in a safe and comfortable environment. In particular, new teachers need to work together with other teachers to create conditions that will facilitate student learning and achievement. Second, in addition to feelings of self-doubt and anxiety over performing well, new minority teachers may also experience feelings of isolation and helplessness (Delpit, 1988). Once teachers close their classroom doors, they alone are responsible for what goes on in the classroom; mistakes and triumphs alike go unnoticed. Sharing personal feelings and classroom experiences is difficult for beginning teachers. New teachers generally do not like to be open with teachers they do not know or who may be insensitive to issues that are important to them. Thus, it is imperative to provide an environment in which new teachers can discuss their concerns freely and seek advice and assistance.

Support teams, comprised of an experienced teacher who has worked under similar conditions to those faced by the new teachers; an SCDE consultant, also with considerable classroom teaching experience; and perhaps a representative from the school's central administration, who is knowledgeable about instructional strategies and assessment, can help new teachers confront the many challenges they face (A. L. Smith, 1990; Odell, 1986). It is imperative to select team members who are sensitive to and knowledgeable about equity issues and who are good listeners (Delpit, 1988). Cochran-Smith (1991) also stressed the importance of including teachers who "teach against the grain." The support team might conduct seminars for beginning teachers on topics of interest and respond to individual teacher's requests for support and assistance.

Galvez-Hjornevik (1986) also recommended the use of mentor teachers as a way to provide emotional and professional support for new teachers. She cautions,

however, that to be effective, the relationship should be voluntary and that socio-cultural factors should be considered before pairs are established.

Interactive computer networking is another innovative mechanism for the induction of beginning teachers. The Beginning Teacher Computer Network at Harvard University has shown to be effective in boosting new teachers' morale, in reducing feelings of isolation, and in offering a safe, nonjudgmental environment for discussing their feelings and problems (Merseth, 1991).

Principle #2 - Beginning teachers need opportunities to observe and discuss the practices of experienced teachers. An effective way of improving teaching during the induction years results from opportunities to observe and talk with colleagues who have extensive pedagogical and subject matter knowledge, who can infuse the students' cultures into the curriculum, and who are committed to the belief that all children can learn. The observation of such teachers yields the greatest improvement when it is preceded by a conference in which the foci of observation are agreed upon. Following the observation, the expert and beginning teacher discuss their perceptions of the events observed.

Providing the opportunity for new teachers to observe experienced teachers ordinarily requires support from the school district, and if possible, from the local SCDE. The school district needs to provide substitute teachers to cover the classes of the new teachers while these teachers are conferencing with and observing each other teach. Moreover, the school district selects the expert teachers who agree to allow their classes to be observed and to serve as consultants to the new teachers.

SCDEs can provide valuable assistance in the preparation and selection of expert teachers. Basic criteria for selection usually include the following: at least five years teaching experience, the same grade level or subject matter as the new teacher, an age difference of no more than 15 years (Levinson, 1978), and social as well as cultural considerations (Galvez-Hjornevik, 1986). Pedagogically speaking, selected teachers should also be able to provide a full range of assistance on issues such as classroom management, strategies to make the content interesting and relevant, grading and assessment, small group as well as large group instructional methods, materials selections and use, and working with parents. In many instances, it is also important to select teachers with expertise and competency in (first and second) language development and in establishing a climate supportive of diversity (Olsen & Mullen, 1990).

Principle #3 - New teachers need opportunities to evaluate curricular objectives, learn a variety of instructional strategies, and acquire instructional resources and materials. When many new teachers enter the classroom, they are encouraged to use existing instructional resources and materials. New teachers need to have opportunities to incorporate alternative instructional approaches and materials. For example, not only do many beginning teachers need help with curricular evaluation, preparation and planning

of meaningful lessons, but they also need assistance with organizing their classrooms to support the social interaction and integration of students of diverse language and ethnic backgrounds. As part of their developing professionalism, new teachers need to evaluate their curricular objectives in their assigned classes while they build up a repertoire of instructional strategies to create appropriate and meaningful classroom learning environments. New teachers can learn to strengthen the existing curriculum through evaluation and by incorporating a wide range of approaches and materials. A strengthened curriculum will enable the teachers to offer a wider range of curricular choices, which in turn enables students to explore topics from multiple perspectives, thus, appealing to a wider range of interests.

Principle #4 - New teachers need time to discuss ways to maximize resources, minimize paperwork, and manage time efficiently. Beginning teachers are often overwhelmed with the amount of paperwork involved in the daily routine of teaching. Lesson plans, reports, and grading take up large amounts of time, leaving less time for instructional planning and preparing materials. New teachers need opportunities to discuss with experienced teachers strategies for reducing paperwork and other activities which limits the amount of time they have available to focus on maximizing student learning. Beginning teachers can be provided with workshops, or informal consultations, on a variety of topics, including: minimizing paperwork; streamlining procedures for making requests; setting up an efficient filing system; computerizing student records and reports to parents; organizing classroom resources; and arranging the classroom's physical space to facilitate learning.

Principle #5 - New teachers need to be familiar with the school's and district's special instructional programs, the educational barriers these create, and how students enter and exit from them. Students are often removed from classrooms during the day to receive special instruction in language, literacy, and mathematics. New teachers need to know about the nature of these programs and the kinds of assessment instruments used to determine whether students are eligible for them. New teachers need opportunities to reflect critically on the impact such programs have on student learning and achievement. New teachers also need opportunities to interact with special education and English as a second language (ESL) teachers to learn about and discuss the objectives of these programs and how they relate to instruction in the regular classroom.

While there are state and federal mandates requiring program entry and exit assessment, the type and quality of assessment instruments used varies both within and across states (Walton, 1989). In the event that the teacher's recommendation is critical for determining program eligibility, it is essential that new teachers have a good understanding of the language and literacy abilities involved in classroom learning (Cummins, 1989) and an awareness of the socially determined bases of literacy.

New teachers can learn about special instructional programs and eligibility requirements through seminars and/or workshops given at the start of the school year, when they also are given information related to procedures, guidelines, and expectations of the school district (Odell, 1986).

This is also a time to voice concerns about tracking, labeling, and segregating minority students and to discuss alternative strategies for meeting the needs of all students.

Principle #6 - New teachers need to develop effective classroom management strategies to meet the needs of a diverse student population. Classroom management and discipline are often perceived to be the two most difficult problem areas that new teachers face (Veeman, 1984). These problems are relatively easy for many new teachers to articulate but are difficult to solve (Odell, 1986). It is often much easier for beginning teachers to talk about inattentive, disruptive, or talkative students than it is to generate strategies to deal with common behavior problems.

Classroom management is viewed by some individuals as being largely a matter of personal style which evolves over time and with practice. This view ignores the cultural and personal behaviors that students bring to class. In this view, discipline problems are minimized through the use of a set of strategies assumed to be appropriate for all students. An alternative view of classroom management takes into consideration that what happens in classrooms is often an outcome of the interaction of differences in cultural as well as personal behaviors. From this perspective, one way discipline problems can be minimized is by gaining a sensitivity to diverse cultures and individual behaviors and by teaching students socially appropriate ways to behave in class.

Beginning teachers need to understand that all children are going to break classroom rules of behavior at one time or another. New teachers need to learn appropriate uses of cooperative and collaborative learning because these approaches have been shown to promote pro-social behavior, to reduce discipline problems in large as well as small group work, and to benefit all students, regardless of their gender, language or academic ability or ethnic background (Bayer, 1990; DeVillar & Faltis, 1991). New teachers can learn strategies that enable students from different cultural backgrounds to learn together. In workshops and seminars, they can receive classroom management tips, which should be research-based, relatively simple, and immediately usable in the classroom (Odell, 1986) for minimizing disciplinary problems. Most importantly, new teachers should support existing opportunities for students to interact and collaborate.

Beginning minority teachers face many of the problems of all new teachers, but, because they often work in school environments with difficult teaching conditions, their problems may be even more intense. Hence, many will need support to make it through the difficult first few years of teaching.

It is not enough to identify and recruit underrepresented minority students into teacher preparation programs. It is imperative for the future of a diverse teaching force to ensure that these new teachers stay in teaching after they complete certification requirements and find a job. Providing necessary emotional, collegial and professional support represents the minimum that school districts, in cooperation with SCDEs, should provide beginning teachers.

School districts must assume major responsibility for helping beginning teachers, especially underrepresented minority teachers, to succeed. In addition to a general orientation in which they learn about procedures, guidelines, and school district expectations, beginning teachers should be welcomed into the profession of teaching through seminars and workshops, support groups, and collegial interaction aimed at addressing problem areas and helping them succeed in one of the most demanding, yet rewarding, professions they could choose.

Principles of recruitment, retention, and successful induction of minorities into the teaching force, while elucidating, stop short of meeting the implicit challenge of this report, which is to facilitate implementation of our recommendations. Therefore, in the next chapter, the practical applications of the principles we have discussed are listed.

5

ROLES AND RESPONSIBILITIES: APPLYING THE PRINCIPLES

The authors have addressed "Embracing Diversity in Colleges of Education" under overarching, "umbrella" subject headings: Rationale and Conceptual Framework, Recruitment, Retention, and Succeeding on the Job. The critical next step is to personalize the principles so that they may be applied by the vital participants, namely: administrators of public schools; administrators of institutions of higher education; deans and department chairs in SCDEs; and, faculty and students--those who should be involved in the serious business of creating a diversified teaching force.

In order to facilitate the adoption of our recommendations, we offer this final chapter on "Roles and Responsibilities," containing specific actions each of us may pursue, starting today, to address the enormous societal need for teachers from underrepresented minority groups.

Administrators in Public Schools

1. Adopt the philosophy that schools must "grow their own" minority teachers. Work with SCDE's to establish future teachers of America clubs to encourage young minority students to pursue careers in education. Establish loan-forgiveness programs for graduates who become teachers and return to the district to teach.

2. Encourage principals and teachers to review the curriculum. Is it as multicultural as it could be? Does it include contributions of diverse cultural groups? Does it contain minority perspectives?

3. Actively promote the philosophy that all children can learn. Establish programs that will enhance the academic success of all learners and equip teachers to more effectively teach students from diverse cultures.

4. Study the retention rates of minority students in your school. Identify reasons for involuntary attrition and establish programs to help more students stay in school. Encourage families, community groups, and the private sector to invest time and resources to enable more minority students to succeed in school.

5. Review the district's hiring practices. Are minority individuals represented in the teaching force as well as in administrative ranks? Establish a recruitment and retention plan for the district and reward schools who succeed in diversifying their teaching force.

6. Establish induction programs for new teachers, especially those that emphasize collaborative interactions with experienced teachers, that will help new teachers make the transition from "beginning" to "experienced" teachers.

7. Recognize and reward teachers and administrators who are effective at educating students at-risk for school failure.

8. Support teachers who seek to develop effective programs to help at-risk, minority, and students with disabilities succeed in the regular classroom.

9. Encourage the appreciation of diversity within the district by sponsoring special events, inviting speakers to the schools who can serve as role models, and by encouraging greater awareness and appreciation of all cultures.

10. Invite minority parents and community-based organizations to participate as full partners in the educational process. Seek their input on ways to increase minority student participation and achievement.

11. Support the development of school, community, college partnerships that link school learning with post-secondary education and careers.

Campus Level Administrators in Institutions of Higher Education

1. Encourage deans to focus on minority recruitment and retention. Require colleges to provide periodic information on minority recruitment and retention for all academic programs, including data on persistence rates of students by race, ethnicity, and gender. Require the collection of comparable data pertaining

to the hiring and promotion of minority faculty and staff. Establish institutional goals and provide financial awards to departments and colleges that succeed in recruiting and retaining minority students and in hiring and promoting minority faculty and staff.

2. Promote enhancing diversity as a prominent value of the institution.

3. Value campus climate issues. Monitor students' opinions of the campus and recognize and reward faculty and staff for their contributions in harmonizing and establishing favorable interactions with students and faculty.

4. Value quality teaching. Support seminars stressing cross-cultural communication skills and fundamental teaching strategies for new faculty. Encourage experienced faculty to provide university level teaching seminars. Ensure that teaching is evaluated and carefully weighed in making hiring and promotion decisions for faculty. Encourage the development of teaching seminars for teaching assistants.

5. Encourage faculty/student interaction as a vital part of the college experience. Model the interaction axiom by having administrators participate in mentoring programs and teach introductory freshmen seminars.

6. Ensure that admissions policies and regulations are valid in terms of accurately predicting student persistence as well as academic performance. Support the adoption of admission policies that encourage a culturally diverse study body, faculty, and staff. Encourage the development of early intervention strategies to identify and assist students who are at-risk.

7. Place high value on student advisement. Evaluate the institution's advising services and recognize and reward faculty and staff for their efforts. Ensure that academic support services are well financed and staff with qualified and experienced professionals. Support campus-wide minority student orientation programming.

8. Encourage and value multicultural perspectives. Sponsor cultural events featuring minorities. Support the hiring of minority faculty and promote diversity among the university's leadership. Ensure that written policies and materials recognize minority perspectives.

9. Encourage the faculty to examine whether liberal education requirements address diversity.

10. Encourage student participation in extracurricular activities and ask faculty to consider adopting volunteer service components as a graduation requirement.

Deans and Directors of SCDEs

1. Support campus-wide initiatives to enhance diversity as listed above.

2. Study the retention rates of minority students in your college. Set annual recruitment and retention goals. Identify reasons for involuntary attrition. Conduct exit interviews or do follow-up studies to pinpoint factors that facilitate and hinder retention. Collect similar data as it relates to the hiring and promotion of minority faculty and staff. Make increasing the number of minority, student, and staff a high priority.

3. Appoint a minority student advisory committee which should meet regularly with the dean. Develop a systematic plan for recruiting and retaining minority students.

4. Establish linkages with the public schools, 2-year institutions, community-based organizations, the private sector, and state governmental agencies to promote minority participation and achievement in education. Help to focus interest and resources on attracting and retaining minorities in the teaching force.

5. Appoint a Coordinator for Minority Affairs to provide leadership; but encourage everyone in the organization to take ownership for the retention of minority teacher education candidates.

6. Stress the concept of developing learning communities. Encourage good working relationships among faculty, students, and staff. Recognize and reward persons who contribute to the friendliness and helpfulness of the college.

7. Expose students to some of your strongest teachers by encouraging that they be assigned, at least occasionally, to teach introductory courses.

8. Institute a mentor program for all students in teacher education. Work with faculty on- and off-campus to link students with persons who are committed to the teaching profession. Make sure that mentoring programs are supervised and evaluated.

9. Ensure that advisors are well qualified and committed to offering high quality advising. Recommend that advising be coupled with introductory courses so students can learn catch-on skills and acquire essential knowledge about the college through the guidance of a caring and helpful faculty member whom they see regularly.

10. Encourage faculty to determine the extent to which the curriculum emphasizes issues of race, culture, class, and gender and whether candidates are prepared to effectively teach students from diverse groups. Provide incentives for faculty to undertake curriculum development activities aimed at infusing these topics into the curriculum.

11. Sponsor extracurricular activities that promote faculty/student interaction.

12. Develop intervention programs, courses, and tutorials to increase student proficiency on state-mandated certification tests. Provide a test-taking skills development center to address students' deficiencies, or work with other learning centers on campus to develop test-taking sessions which are germane to teacher education students.

Faculty

1. Support campus- and college-wide level initiatives aimed at increasing diversity, as listed above.

2. Take a proactive approach to increasing the number of minority faculty, students, and staff when serving on policy and decision-making committees.

3. Intervene to prevent student failure. Target particular students who are in need of additional help and offer assistance, tutorials, refer them to academic support services on campus, and provide supplemental instruction.

4. Teach students how to learn as well as what to learn. Use cooperative learning in class. Include group-building exercises in your classroom.

5. Learn more about the experiences of minority students on your campus. Reflect on your own classroom practices to determine whether they promote the learning, achievement, and acceptance of all students.

6. Help students to get to know you better. Share something about yourself with your students; invite them to a conference, lecture or cultural event; talk with them about your own college experiences. Let them know your limitations as well as your strengths. Encourage personal contact with students through mentoring and independent study activities.

7. Take ownership for minority student retention. Evidence is growing that faculty have a powerful influence on students' departure decisions. Intervene early and offer assistance to students who are experiencing academic or personal difficulties that may cause them to drop out.

8. Value your role as an advisor -- it is critical to student success. Learn some techniques and approaches regarding developmental advising.

9. Review the content of the curriculum with your colleagues. It is as multicultural as it could be? Are coursework and clinical experiences designed to prepare candidates to effectively teach students from diverse racial/cultural groups?

10. Promote the value of involvement in college activities outside of class. Include participation in co-curricular activities as part of your course assignments. Inform students about valuable activities related to diversity which are occurring on your campus.

11. Review study guides for state-mandated certification tests. Determine the relationship between topics you emphasize and those assessed on the test. Highlight important topics in your presentations and provide general test-taking tips in class.

Students

1. Support university and college efforts to enhance diversity on campus. Become an advocate for increasing the number of minority faculty, students, and staff on campus when serving on university, college, and department committees.

2. Be well informed about your capabilities. Realistically appraise yourself in terms of your own learning styles, academic and basic skills, study habits, and attitudes toward education and the institution.

3. Visit your academic advisor regularly. Avail yourself of the full range of counseling and job placement services offered on campus.

4. Be a practicing professional. Extend a helping hand and link up with local agencies and institutions--volunteer to tutor, teach, coach, counsel, or advise other students.

5. Get to know your fellow students. Join a study group or assume leadership in a campus or college organization. Encourage other students to participate.

6. Take full advantage of all the resources provided on campus, including: special lectures, events, and programs. Seek out opportunities to interact with faculty and fellow students outside of class.

7. Seek out courses, individuals, and school and community activities that will expose you to individuals from different cultures. Observe classrooms in schools that have high minority populations and speak with experienced teachers who are adept at teaching students from diverse cultures.

8. Study the impact of race, culture, class, and gender on the education of students. Encourage faculty to address these issues as they relate to the content of your courses. Reflect on your own teaching practices and strive to meet the needs of all your students.

9. Become knowledgeable about state-mandated exams required for certification. If possible, take practice tests and participate in special test-taking workshops.

Diversifying the teaching force necessitates the commitment and involvement of all members of the educational community working in concert with governmental agencies, community-based organizations, and the private sector. As educators, we commit ourselves to achieving a diversified teaching force by acting on the principles outlined in this text. We ask our readers to join with us in embracing cultural diversity in our colleges of education, to begin today to implement the strategies advocated herein, to commit their time, talent and resources to ensuring that tomorrow's teachers reflect a diversified group of individuals who are capable of assisting all students to succeed in school.

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